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ABSTRACT

A survey involving all United States correctional institutions for male or female, adult or juvenile offenders was conducted to study three potential vocational preparation activities within the institutions: (1) formal vocational training programs, (2) training in prison industries, and (3) training in maintenance and service assignments. Specific information was sought on training goals, programs, practices, numbers participating, staff, and supportive services. Information was obtained from approximately 70% of all institutions through mail survey questionnaires and site-visit interviews with inmates about to be released or paroled. Results indicated that vocational preparation in correctional institutes is generally inadequate; type and size of institution, length of stay of residents, age and sex of residents, distance from a city, racial composition, and security level made little difference on most variables studied. Findings include: only 57% of vocational training programs have outside accreditation; only 32% have adequate facilities; only 50% of program directors considered job skill development as the major program goal; and only 21% provided off-the-job related instruction. Research approach, results, and recommendations are discussed. Survey and interview instruments are appended. It is stated that with a new committeeman and resources, the potential for conducting programs within the institutions is great. (LH)

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FINAL REPORT

on

VOCATIONAL PREPARATION IN U.S. CORRECTIONAL INSTITUTIONS: A 1974 SURVEY

to

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

December 15, 1975

by

Girard W. Levy, Robert A. Abram, and Diane LaDow

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The survey involved correctional institutions for male or female, adult or juvenile offenders in the United States. Formal vocational training programs, prison industries, and maintenance and service assignments were evaluated for their potential for vocational preparation. Specific information was sought on training goals, programs, practices, numbers participating, staff, and supportive services. Mail questionnaires were sent to all institutions and site visits were made to 77 institutions. During the site visits, 306 inmates about to be released or paroled were interviewed.

Information was obtained from approximately 70 percent of all institutions. The most significant findings are presented in terms of the need for vocational preparation, the potential currently available, and the weaknesses disclosed. The mail survey results and site-visit interviews established that vocational preparation in correctional institutions is generally inadequate.

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EXECUTIVE SUMMARY

Approximately 95 percent of all felons incarcerated in Federal and state correctional institutions will eventually be paroled or released into the free community. Most inmates lack the vocational and social skills necessary to compete successfully in the free community. For some time, vocational preparation and training has been the basis of efforts by correctional institutions to reintegrate the offender into the community. While a great deal is known about how vocational preparation programs should be run, there is a recognized information gap between desirable features of a program, and current practices in the institutions. The present survey was undertaken to provide information on current vocational preparation programs and activities in correctional institutions, so that discrepancies between desired features and current practices could be identified, and recommendations made for improving programs and practices.

The survey involved all correctional institutions for male or female, adult or juvenile offenders in the United States. Three potential vocational preparation activities were studied: (a) formal vocational training programs, (b) training in prison industries, and (c) training in maintenance and service assignments. Specific information was sought on training goals, programs, practices, numbers participating, staff, and supportive services. The number of inmates participating in work release programs was also determined. Mail survey questionnaires were sent to all correctional institutions and site visits were made to 77 institutions. The purposes of the site visits were to: (a) evaluate the quality of the vocational preparation activities, and (b) interview inmates about to be released or paroled regarding the training they received, and the relation of the training (if any) to the type of employment they wanted and were able to obtain. Inmates about to be released are a valuable source of information concerning the nature and extent of vocational preparation in correctional institutions.

Information was obtained from approximately 70 percent of all institutions. The most significant findings are presented in terms of the need for vocational preparation, the potential currently available in correctional institutions, the weaknesses disclosed, and finally, recommendations for improving vocational preparation in correctional institutions.

The Need for Vocational Preparation

There are approximately 224,000 inmates in U.S. correctional institutions. The typical inmate is young (24 years old), and has not completed high school. A majority will stay in an institution less than two years. About half have a job waiting for them when they leave. Upon release, over half of the inmates will work in unskilled or semi-skilled jobs.

Most employment for released inmates is obtained through friends or relatives. Only 20 percent of the inmates indicated that special job programs or persons in the institution assisted them in obtaining outside employment. Less than half of the inmates who participated in training stated that the job waiting for them was related to the training they received in the institution.

The wardens of the institutions estimate that 70 percent of the inmates need to acquire job skills in order to obtain steady outside employment. They also estimate that only 34 percent are likely to acquire sufficient job skills during their stay.

The Potential for Vocational Preparation

The potential for vocational preparation in correctional institutions is considerable, in terms of programs, facilities, instructional personnel, and participating inmates. Although considerable attention has been given to the concept of community corrections in recent years, only 4 percent of the inmates participate in work release programs, and an additional one half of one percent participate in vocational training programs conducted outside of the institution. The vast majority of inmates must obtain vocational skills within the institution.

Three out of four institutions conduct formal vocational training programs. Twenty-one percent of all inmates are enrolled, and an additional 9 percent are on waiting lists to enter the programs. Approximately 4,000 instructors provide training in over 140 different vocational areas. Eighty-four percent of the instructors are certified, most by state departments of education. Most programs have their own shop or laboratory. Seventy-eight percent of the programs report having all the tools, equipment, and supplies needed to teach the program.

One out of three correctional institutions has one or more prison industries. Approximately 11 percent of all inmates (mostly adults) work in an industry. As many or more new workers are assigned to prison industries each year. Most of the industries report that inmates have the opportunity to learn the full range of job skills needed for outside employment. Seventy-six percent of the institutions with industries allow inmates to participate in vocational training programs while assigned to prison industries.

Over 80 percent of the institutions assign inmates to activities related to the operation or maintenance of the institution. Nearly half of all inmates are working in these activities. Only 57 percent of the activities report that inmates have the opportunity to learn the full range of job skills needed for outside employment. Seventy percent of the institutions with inmate work assignments allow inmates to participate in vocational training programs while assigned.

The Weaknesses

One weakness in correctional training activities is the lack of clear goals and a definite commitment to vocational preparation for all inmates. Most activities do not have as their primary goal the development of job skills to enable inmates to obtain employment upon release.

About half of all inmates are unable to participate in vocational training. Among the reasons given are inmates' lack of aptitude or interest, and inability to meet minimum academic requirements.

Another weakness is lack of funds for vocational training. Institutions with vocational training programs spend on the average less than seven percent of their total budget on vocational training. This level of expenditure is inadequate, and results in many program deficiencies. Prison industries, and maintenance operations activities are usually organized to operate as cost-saving adjuncts to the institution. and not as rehabilitation activities.

Most institutions do not offer sufficient programs to meet individual inmate needs. Large institutions offer approximately nine programs per institution, whereas medium-sized institutions offer seven programs per institution, and small institutions offer only four programs per institution. However, only nine percent of the inmates in large institutions were enrolled in training programs, compared to 28 percent in medium-sized institutions, and 38 percent in small institutions. Most institutions do not provide special programs geared to the handicapped inmate, the older inmate, the bilingual inmate, and the minority inmate.

A complete vocational training activity should provide more than programs, facilities, and instructors. A full complement of vocational testing, guidance, counseling, job placement, and follow-up services should be available. Although most institutions offer a variety of guidance, counseling, and job placement services, 40 percent of the institutions do not have a person solely responsible for coordinating vocational guidance and counseling, or for coordinating job placement services. Less than half of the institutions have an organized program for following up released or paroled inmates who have had vocational training to find out whether the training was useful in getting and keeping a job. Follow-up evaluation can validate the job market need and the quality of the training provided.

An inmate should complete his vocational training shortly before he is released, so that the skills and knowledges he has acquired will be fresh and timely upon release. In many instances, an inmate does not have a fixed date on which he is eligible for release or parole, so scheduling training is very difficult. Most institutions begin vocational training as soon as possible after the inmate enters the institution. Even so, only 61 percent of those enrolled in vocational training programs will complete all phases of training. After training is completed or terminated, 30 percent of the trainees are assigned to unrelated work activities, or are returned to the general institutional population for the remainder of their stay. As many trainees as possible should be assigned to an activity related to their training. Relevant work assignments will frequently enable a trainee to practice or further develop the job skills taught in the program.

All programs and activities should be periodically reviewed and accredited by an outside agency. Over 40 percent of the programs surveyed have not been reviewed and accredited.

Community contact is an important factor in keeping training programs relevant, and in obtaining jobs for trainees. Sixty-six percent of the institutions do not have a local citizen's advisory committee for any of their vocational training programs. Regular tours by outside business personnel are reported by only 33 percent of the directors of training, and only 30 percent allow inmates to make regularly scheduled field trips outside the institution to local businesses or industries. Only 7 percent of the training directors report all three types of community contact. Prison industries, and maintenance and service activities have even less community contact.

Inmates in prison industries, and maintenance and service activities should acquire specific job skills through a combination of on-the-job and off-the-job training. On-the-job training is defined as training that takes place in a work setting during the work day. Off-the-job training is defined as related instruction that takes place in a classroom or shop and which does not occur during the regular productive process.

Although most of the industries and work activities have designated persons responsible for providing on-the-job training, only one out of five uses a written training plan. About six percent of the inmates working in prison industries, and four percent of the inmates working in maintenance or service jobs receive off-the-job training. The absence of off-the-job training limits the effectiveness of the training provided in these work activities.

Apprenticeship training is a formal system of training and skill progression used in many skilled trades. It involves a multi-year program of on-the-job training and related off-the-job instruction. Apprenticeship programs are applicable to many institutional maintenance activities. However, it is necessary that the training be recognized outside the institution. Only 14 percent of the activities offer approved apprenticeship training programs. Since apprenticeship training extends over several years, it is important that an apprentice trainee be able to apply the hours he has completed to an apprenticeship program outside the institution. This is possible in only 20 percent of the activities.

Recommendations For Improving Vocational Preparation

A number of recommendations, by no means original, can be made to improve the quality of vocational preparation in correctional institutions. Most of the recommendations which follow will require increased funding for implementation.

There should be a greater variety of offerings to meet individual needs. Provisions need to be made not only for more diversified programs and additional training slots, but also for special programs geared to the handicapped inmate, the older inmate, the bilingual inmate, and the minority inmate. This can be achieved through increased use of community resources. All inmates should have the opportunity to participate in meaningful vocational preparation activities. Institutional and program barriers to fuller participation should be removed.

Community contacts should be greatly expanded. These contacts include having active occupational advisory committees for all vocational preparation activities, having regular tours of the training facilities by outside business or industrial personnel, and having regularly scheduled field trips outside the institution. All vocational preparation activities should be reviewed and accredited by an outside agency.

An improved program of vocational guidance and counseling, and job placement is needed. Trained personnel should be available in each institution to perform these functions. The large percentage of inmates who do not complete the training programs indicates that more attention should be given to vocational testing and counseling, and to scheduling of training. Perhaps shorter, more intensive, modular training programs should be implemented.

The success of the various vocational preparation activities should be regularly evaluated by each institution or correctional system. There should be an organized program for obtaining information on released or paroled inmates who have participated in vocational preparation activities.

Prison industries, and maintenance and service work activities need to be planned from a vocational preparation point-of-view. Off-the-job training should be made a part of all work activities. Institutional work assignments should be planned to support and augment training. Apprenticeship training programs, which are transferable, can be instituted in connection with many work assignments.

The potential for conducting programs within the institutions is great. The current investment in manpower and facilities is significant. However, additional resources and a new commitment are needed to actualize this potential.

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VOCATIONAL PREPARATION IN
U.S. CORRECTIONAL INSTITUTIONS: A 1974 SURVEY

by

Girard W. Levy, Robert A. Abram, and Diane LaDow

INTRODUCTION

The modern goal of a correctional system is to serve and protect society through deterrence, offender rehabilitation and reintegration into the community. Since the "reformatory movement" in the late 19th century, correctional institutions have been nominally committed to the proposition that neither punishment nor hard labor lead to effective rehabilitation. However, most rehabilitation programs and prescriptions which have been tried have not been able to demonstrate their effectiveness in rehabilitating the offender (Martinson, 1974; Bailey, 1961)*. Reintegration into the community represents a different approach; one that rests largely upon vocational preparation activities within and without correctional institutions. Education and training have become the foundation of current reintegration efforts. Approximately 200,000 persons are incarcerated in Federal and state correctional institutions. Ninety-five percent of these will eventually be paroled or released into the free community. Thirty to fifty percent of those released will be recommitted to a correctional institution within a year's time (Glaser and O'Leary, 1966; National Council on Crime and Delinquency, 1972).

Census data and other studies (President's Commission on Law Enforcement and Administration of Justice, 1967) have shown that over half of adult felony offenders lack a high school education. Offenders also frequently lack vocational skills. For example, there is a higher proportion of unskilled laborers among prisoners than in the general civilian labor force. It is not surprising, therefore, that effective education and training programs during the period of incarceration significantly enhance the inmate's chances for "survival" in the free community (Glaser, 1964). Further, those who are able to secure meaningful employment following their release from a correctional institution evidence a much lower rate of recidivism than those who do not (Glaser, 1964).

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* References are listed alphabetically in the References section of this report.

Effective vocational preparation must be based on the needs and employment opportunities of the inmates. The occupations being learned, and the instructional materials and methods employed, must be geared to the characteristics of the resident population.

A truly effective program requires much more than a suitable curriculum and instructional methods; it requires a full array of supportive services such as aptitude testing, job counseling, and postrelease job placement assistance. Well-maintained community ties with potential employers serving on advisory committees can do much to insure that a paroled or released offender will find suitable employment.

Occasionally, an institution limits its own effectiveness by failing to establish priorities among its various activities. An earlier study demonstrated that strong commitments to the correctional industries program, with its emphasis upon productivity and profitability may work at cross purposes with the education and training program. Inmates were found to be reluctant to give up remunerative work (even though the pay was meager) to enroll in vocational courses. On-the-job training (OJT) was often found to be nonexistent or not relevant for outside employment. Prison maintenance programs sacrificed training in favor of a smoothly functioning institution. Vocational training, at least in the two institutions studied, was found to have low priority (Hitt, Agostino, and Cress, 1968).

While a good deal is known about how education and training programs should be run, there is a recognized information gap between desirable features of a satisfactory program and current practices in correctional institutions. The present study was undertaken to provide information on current vocational preparation programs and activities in correctional institutions, so that discrepancies between desired features and current practices could be identified, and recommendations made for manpower policy and program planning in the corrections area.

Objectives and Scope

The basic objective of the present study was to determine the nature and extent of vocational preparation activities in Federal and state correctional institutions in the United States. Specific information was sought on training goals, programs, practices, staff, and supportive services.

The survey involved correctional institutions for male or female, adult or juvenile felons. Institutions supervised by cities or counties, and institutions exclusively for misdemeanants were not included. Certain other types of institutions were excluded because they offered little likelihood of conducting vocational preparation activities, either because of the special nature of the population, or the limited length of stay of the residents. These institutions included facilities housing only juveniles under 14 years of age, medical/psychiatric treatment centers, correctional hospitals, narcotic/alcoholic treatment centers, reception/diagnostic centers, pre-sentencing detention centers, and military correctional facilities. Subsidiary units such as honor camps which were colocated with the parent facility (and usually administered by the same director or warden) were covered by the survey of the parent facility. Independent camps (farms, ranches, work camps) and pre-release centers were included.

A national survey of corrections conducted for the President's Commission on Law Enforcement and Administration of Justice (1967) showed that there were about 420 state and Federal correctional institutions for adults and 220 for juveniles. These included a variety of specialized facilities (approximately 80) which were not appropriate to the present study. Thus, the present survey covered approximately 560 institutions and facilities. Actually, questionnaires were sent to over 600 institutions. Those institutions which indicated their specialized nature were subsequently excluded from the population of institutions.

Three potential vocational preparation activities at the institutions were studied: (a) formal vocational training programs, (b) training in prison industries, and (c) training in maintenance and service assignments. The number of inmates participating in work release programs was also determined. Formal vocational training programs constitute a process of skill and knowledge acquisition offered by many correctional institutions which takes place in a classroom or other formal setting at specific times under the general supervision of a person designated as an instructor or trainer. Prison industries included those activities which provide products or services (e.g., furniture, uniforms, license plates, key punching) for use outside the institution. Maintenance and service activities include the various activities involved in the operation and maintenance of the institution itself, such as food preparation and food service, laundry, clerical work, and general maintenance. Training in prison industries, and maintenance and operations activities may involve a combination of on-the-job and off-the-job training.

General educational activities were not included in the present survey. These activities have been the subject of several recent studies (Feldman, 1974; Kerle, 1972; McCollum, 1973; Neff, 1972; New England Resource Center for Occupational Education, 1973). Correctional work release programs were not investigated (other than determining the number of participating inmates), since these programs are adequately described by Swanson (1973). The focus of the present survey was on the variety of vocational preparation activities (formal and informal) conducted within the institutions.

In addition to the mail survey, visits were made to a substantial sample of correctional institutions. The primary purposes of the site visits were to: (a) collect information on key aspects of vocational training in order to evaluate the quality of the programs being offered, and (b) interview inmates about to be released on parole regarding the training they received, and the relationship of the training (if any) to the type of employment they wanted and were able to obtain. Personal interviews and observations were felt to be the most valid way to evaluate vocational training. Inmates about to be released were regarded as potentially valuable and unique source of information concerning the nature and extent of vocational training in correctional institutions. Other purposes of the site visits were to (a) assess the clarity of the questions and alternatives in the mail questionnaire, and determine changes in wording which might be required, and (b) provide an opportunity for in-depth probing of mail questionnaire items to check the validity of the mail responses.

RESEARCH APPROACH

The survey involved five major steps: (a) development of survey instruments, (b) pretest of the instruments, (c) site visits to a sample of institutions and interviews with inmates about to be released, (d) conduct of the mail survey, and (e) analysis of the returns. Each of these steps is discussed more fully below.

Development of Survey Instruments

Mail Questionnaire Development

The development of the mail questionnaires was based on three considerations. First, vocational preparation can occur in a variety of institutional settings, the most obvious being formal vocational training courses organized and conducted by the institution's education and training department. Vocational preparation can also occur in prison industries and in activities related to the maintenance and operation of the institution (e.g., painting, plumbing, food service, hospital, accounting, etc.). All institutions were not expected to offer all activities. Thus, the survey instruments had to address a variety of vocational preparation activities in the institutions.

Second, an in depth assessment of the nature and extent of vocational preparation requires a large amount of information, which could result in an unreasonably long questionnaire for one respondent, or could require detailed information which would not be available to a single respondent. Early in the project it was decided that multiple questionnaires would have to be developed, and an efficent means found to distribute each questionnaire to the appropriate respondents in each institution. The strategy decided upon involved mailing a complete package of questionnaires to the head of the institution. A short questionnaire was designed for completion by the warden or superintendent (or his designee), and if certain activities were conducted in the institution, the questionnaire requested that the appropriate other questionnaires be distributed to the persons in charge of those activities. For example, if the institution had inmates assigned to a prison industry, the warden was requested to distribute the prison industry questionnaires to the institution's director of industries.

Third, the specific contents of the questionnaires were designed to provide information in the following areas:

1. Characteristics of the institutions and its inmates population
2. Goals of training activities
3. Nature and extent of training available
4. Selection and placement of inmates into training activities
5. Characteristics of trainees
6. Adequacy of training equipment and facilities
7. Characteristics of instructional staff
8. Motivation and evaluation of trainees
9. Amount and sources of financial support
10. Extent of supportive services
11. Extent of community relations

Specific information needs were identified for each area, and lists of questions prepared. These questions were grouped to form a questionnaire for each of the potential respondents, viz, warden, director of vocational training, vocational training instructor, director of prison industries, and directors of maintenance and operations. Thus, the age distribution of inmates was identified as a specific information need under the first area(characteristics of the institution and its inmate population) and a question was prepared. This question was assigned to the Warden questionnaire, since he was judged to be the most appropriate respondent.

Questionnaires were developed to obtain information from the following respondents:

- Warden or superintendent - characteristics of the institution and its inmate population, and amount and sources of financial support
- Director of vocational training - information common to all vocational training programs at the institution

- Vocational training instructors - information specific to a single program
- Director of prison industries - information common to all industries at the institution, and information on training in specific industries
- Directors of maintenance and operations - information common to the activity, and information on training in specific activities

The mail survey instruments are included as Appendix A of this report.

The format and content of all questionnaires was reviewed and critiqued several times by the project staff, by consultants in the fields of corrections and vocational training, and by personnel from the Manpower Administration, U.S. Department of Labor. During this process, questions were added and deleted, wording was revised to improve clarity, and response categories were developed. The instruments were then field tested at six correctional institutions, representing adult and juvenile Federal and state, and maximum, medium, and minimum security institutions. This preliminary test indicated that the questions were generally easy to read and answer. The organization of the survey into different questionnaires corresponded with institutional organizations, and was fully intelligible to corrections personnel. A few questions required revision. Finally, the questionnaires were judged suitable for use. Although considerable effort had been made to keep each instrument at a reasonable length, the entire package was very extensive.

Development of the Inmate Interview Form

The inmate interviews were designed to obtain information concerning:

1. Socio-demographic characteristics of the inmate interviewed
2. Nature and extent of any training received
3. Perceived quality of the training
4. When the training was received (relative to commitment and release)
5. Type of employment expected upon release
6. Relationship of training to post-release employment and previous work experience
7. Job placement assistance

An inmate interview form was developed for oral administration by a trained interviewer. This form is included as Appendix B.

Pretest of the Instruments

Prior to the conduct of the full survey, a sample of 164 institutions were selected for a mail pretest of the instruments and procedures. The pretest was conducted to provide data for the purposes of (a) verifying the approach selected for enlisting the cooperation of state and institutional administrative staff, (b) verifying the approach selected for having the different forms distributed within each institution, and (c) estimating the response rate, in order to guide decisions on possible revisions of the mail instruments.

Pretest Sample

The pretest sample size of 164 represented approximately 25 percent of the population of institutions to be surveyed in the full mail survey. The pretest sample was restricted to male institutions, in order to reduce the diversity of programs being investigated. Female institutions, however, were covered in the site visits and in the full mail survey.

The (male) institutions for the pretest were randomly selected from three levels of institutional size (large, medium, and small institutions), and two levels of type of inmate (adult and juvenile). Large institutions were defined as institutions with 1000 or more inmates. Medium institutions were defined as institutions with 200 to 999 inmates. Small institutions were defined as institutions with fewer than 200 inmates.

An attempt was made to select institutions in proportion to the number of inmates represented in each of the six categories (see Table 1). This approach was not completely feasible, due to limited information available about the size of many institutions (prior to the full survey). Table 1 indicates the types of institutions chosen for the pretest. The minimum sample size for each type of institution was set at ten. There was only one large juvenile male institution.

TABLE 1. DISTRIBUTION OF INSTITUTIONS SELECTED FOR THE PRETEST

Type	Small	Size Medium	Large	Total
Adult	9[a]	53[a]	70	132
Juvenile	10	21	1	32
Total	19	74	71	164

[a] Based on new size information, one institution shifted from "small adult" to "medium adult" category.

Contacts at the State Level

A form letter was sent to all state directors of adult or juvenile institutions selected. This letter (reproduced as Appendix C) requested the state director to furnish a letter of approval from his department to be mailed to the appropriate wardens or superintendents along with the questionnaires. The suggested letter of approval (which was almost always used) is also included in Appendix C. In all, forty-one states plus the District of Columbia and the U. S. Bureau of Prisons were contacted. Fifty-eight different departments were involved. Numerous telephone follow-ups were made in order to elicit the state-level departments' cooperation.

The results of the contacts at the state level are presented in Table 2. It can be seen that cooperation was, in general, excellent. Nearly two-thirds of the institutions were contacted by their own state-level departments in support of the survey. Ninety-six institutions received written notification supporting the survey.

Pretest Mailing and Institutional Follow-up

The pretest survey instruments were mailed to the institutions during the month of July, 1973. After three weeks had elapsed, follow-up telephone calls were made to those institutions from which some response had not been received. These calls revealed the need for some additional mailings, since many institutions reported that the forms had not arrived, or were misplaced because they were addressed to personnel no longer at the institution. Further contacts by mail or telephone were made to all institutions which had not returned the applicable forms. In general, all institutions contacted were very cooperative and promised prompt completion and return of the forms. Additional forms for vocational training programs had to be mailed to several institutions due to the large number of programs at those institutions. When most of the forms from an institution had been received, a special mailing of just the missing forms (indicating the appropriate respondent by name) proved very successful.

TABLE 2. RESULTS OF STATE-LEVEL CONTACTS FOR THE PRETEST

	Number of Departments	Number of Institutions
Department sent letters to Battelle	21[a]	65[b]
Department sent letters directly to institutions	12	31
Department informed wardens verbally	3	6
Department instructed Battelle to contact institutions directly	4	8
No state-level department (Institutions contacted directly	5	6
Department agreed to send letters, but Battelle did not receive same (Institutions contacted directly	6	20
No reply to letter, Department could not be reached by phone (Institutions contacted directly)	1	3
Department required that forms be completed at state level (Forms sent to state-level representative)	3	17
Department informed Battelle that institution did not meet survey criteria (Institution was not contacted)	1	1
Department declined to support survey at this time (Institutions were not contacted)	2	7
Totals	58	164

[a] Includes U.S. Bureau of Prisons
[b] Includes 15 Federal institutions

During the follow-up contacts, two institutions were identified as being outside the scope of the survey; one was no longer a correctional institution and one housed only juveniles under 14 years of age.

Pretest Response Rate

One hundred twenty institutions (75 percent) responded with one or more forms. The response rate, based on the proportion of completed questionnaires received from various respondents within the institutions, generally exceeded 50 percent. This figure was judged sufficient to verify the approach for enlisting state cooperation, and the method for distributing forms within each institution. Ample data was collected to select institutions for the site visits and to identify problem areas in the questionnaires.

Site Visits

Following the pretest, a sample of 80 institutions were selected for site visits. Sixty were drawn from among the institutions that had responded to the mail pretest. Ten were selected from among those institutions that had not responded. These latter institutions were sampled in an effort to determine whether they were different in ways significant to the objectives of the study from those that did respond. The remaining ten institutions for site visits were drawn from the population of female institutions.

As previously indicated, the purposes of the site visits were to (a) collect information on key aspects of vocational training in order to evaluate the quality of the programs being offered, (b) interview inmates about to be released regarding the training they received, and the relationship of the training (if any) to the type of employment they wanted and were able to obtain, (c) assess the clarity of the questions and alternatives in the mail questionnaire, and determine changes in wording which might be required, and (d) provide an opportunity for in-depth probing of mail questionnaire items to check the validity of the mail responses.

Institutions that responded to the mail pretest were selected for site visits according to three criteria: (1) all institutions were to have some off-the-job training, (2) a minimum of 50 institutions were to have formal vocational training programs, and (3) a minimum of 20 institutions were to have prison industries (but not necessarily off-the-job training in prison industries). These criteria were introduced to assure that the various aspects of the mail questionnaires (formal vocational training, prison industries, and off-the-job training) could be investigated during the site visits.

Sixty institutions that had indicated in their pretest responses that they had some off-the-job training were randomly selected for site visits. Of these 60 institutions, all had formal vocational training programs and 34 had prison industries. Thus, the three selection criteria above were met for these institutions.

Institutions which did not respond to the mail pretest (and to follow-ups) were contacted to determine if they would permit a site visit, and if they had any off-the-job training opportunities. Ten institutions which did not return the mail questionnaires, but which would permit a site visit and had some off-the-job training were selected.

Female institutions were also contacted to determine if they would permit a site visit, and if they had any off-the-job training opportunities. Ten institutions which met these criteria were selected from a population of 68 female institutions in the country.

In addition to the criteria mentioned above, it was desirable to have the institutions selected in proportion to the percentage of inmates in large, medium, and small institutions, both adult and juvenile. Thus, a sampling plan was implemented that utilized "size of inmate population" (small, medium or large) and "type of institution" (juvenile or adult) as stratification variables. While geographical location of institutions was not a primary consideration, it was of concern that a reasonable representation by geographic region result from the selection process. Thus, constraints were established for the site visits, such that no more than two adult male large institutions and two adult male medium-sized institutions could be selected from any state. The more populous states had more of these institutions than they did small adult institutions and all size categories of juvenile institutions. Because of the relatively small number of female institutions in the country, a constraint was established that no more than one female institution per state would be selected.

Site Visit Interview Forms

The site visit instruments were developed to provide information that would supplement or expand upon the mail questionnaire data and thus, provide some insight into the interpretation of the information provided by the mail survey.

A review of the pretest responses revealed a number of questions that were not responded to appropriately and for which, therefore, there was concern regarding the phraseology and overall interpretation. These questions were repeated in the site visit instruments and their interpretation and/or comprehension by interviewees probed with additional questions. The purpose was to determine which questions needed modification, and further, to provide guidance on how such questions might be modified to that they would be clearly understood by respondents in the full mail survey.

Another category of questions for the site visit instruments was developed to follow-up selected questions on the mail instruments. These questions were designed to probe for more detail on certain issues (e.g., How is this done? How many inmates are involved? How often is it done?), and thus provided information for evaluating the quality of training.

A third category of questions focused on key areas in correctional training programs that are inherently complex and thus difficult to address in a mail survey (e.g., the selection and classification of inmates for vocational training).

Six interview forms were developed for the site visits. Each form pertained to the job responsibilities and/or experiences of a different respondent:

- Warden or Superintendent

- Director of Vocational Training
- Instructors of Vocational Training
- Director of Prison Industries
- Director of Maintenance and Operations
- Inmates.

Questions on the instrument for superintendents or wardens pertained primarily to training topics that required an institution-wide perspective. In particular, these interviewees were asked to assess the need for vocational training in the institution, to provide objective information on length of stay of the inmate population, and to provide data on operating expenditures for the institution and for the vocational training programs. The directors of vocational training were asked to respond to questions on the characterisitics and operation of the institutions training programs. Issues that were emphasized in these interviews were the selection and classification of inmates for training, vocational guidance and job placement services, and community interaction. The evaluation of training programs was based on information collected in these interviews. Questions for instructors focused on specific aspects of their vocational training programs such as scheduled training time, waiting lists, entry requirements, curriculum, tools and equipment, and on-the-job training assignments. Questions asked of the directors of prison industries and the directors of maintenance and operations activities probed for information on the nature and extent of formal training connected with these types of prison assignments. Finally, an instrument for inmate interviews was developed to obtain their opinion on the quality of the vocational training they received, how they were assigned to training programs, and their plans for employment upon release.

The instruments were designed so that no more than 45 minutes of a respondent's time would be required to complete the interview. Most of the questions were close-ended, requiring only that the interviewer select the appropriate response category or fill in a numerical answer.

Conduct of the Site Visits

In order to facilitate the data collection effort at institutions, state administrators of education programs for correctional institutions in each state involved in the site visit were first contacted to discuss with them the plans for visiting the sampled institutions. State administrators were requested to contact the warden of the institutions involved in the site visits to provide preliminary details of the study and verify the schedule of visits. In a few cases, internal problems within an institution required that an alternate institution with the same characteristics (i.e., size and type) be selected. Generally, however, state administrators and wardens of correctional institutions were cooperative regarding the granting of approvals for site visits.

A one-day training session was held with the five members of the field team to discuss data collection procedures and review each of the interview protocols on a question by question basis. The field team, comprised of experienced interviewers, was briefed on the intent of each question and familiarized with sampling procedures required to select some of the interviewees.

The nominal plan for site visits specified that interviews be conducted at each institution with the warden, director of vocational training, director of prison industries, director of maintenance, up to four vocation training instructors, and five inmates who were about to be released or paroled within 90 days of the date of the site visit. All of these interviews were not conducted at each institution visited, since some institutions did not have prison industries or could not make inmates availabe for interviews.

During the site visits, any mail questionnaires which were not completed were distributed on site, and either collected by the interviewer before he left the institution or mailed directly to Battelle.

While it was planned that 80 institutions would be visited, transportation difficulties and unanticipated security problems within the institutions prevented visits to three institutions. In general, respondents within the institutions visited made every effort to answer questions and make available information and materials related to the institutions' training programs.

Use of Site Visit Information for Evaluation

An evaluation of vocational training in correctional institutions was made on the basis of information collected from directors of vocational training during the site visits. These personal interviews, supplemented by direct observation, mail survey data, and information collected from inmate interviews, were regarded as the most valid basis for evaluation.

The evaluation was conducted as follows. Ten criteria or essential aspects of good vocational training programs were identified. These criteria are viewed as minimum necessary conditions or desirable aspects of quality programs and are concerned with the environmental setting for vocational training. A detailed evaluation of individual programs was not attempted.

The ten criteria used were as follows:

- The institution has at least ten vocational training programs.
- Inmates' preferences play an active role in their assignment to programs.
- Inmates are formally reviewed for reassignment every six months or less.
- There is at least one meaningful minimum entrance requirement for the programs.
- The institution regularly provides vocational guidance and counseling for 75 percent or more of the inmates.
- The institution regularly provides job placement services for trainees.
- The institution has a formal activity for all its vocational training programs for regularly following up released trainees to find out whether or not their training was useful.
- The institution has an active citizens advisory committee for each of its vocational training programs.

- Outside business or industry personnel regularly (at least anually) tour the training facilities.
- There are regularly (at least annually) scheduled inmate field trips outside the institution to local businesses or industries.

Each of these criteria are discussed below.

The number of formal training programs is important for two reasons. First, a variety of programs is necessary to satisfy the variety of inmate interests, backgrounds, and needs likely to be encountered in an institution. Second, a variety of programs is necessary to create an environment conducive to learning, by engaging the energies of a significant number of inmates and staff. An average of 5.5 training programs per institution, and an average of 17 trainees per program were reported in the mail survey. A criterion of 10 programs per institution was selected as a reasonable standard. The inmate interviews revealed that over half of the inmates wanted other types of training which were not available at their institution.

Freedom to choose the type of training is an important consideration from a trainee motivation point of view. Over 90 percent of the inmates who participated in training activities reported some degree of choice regarding the activities in which they participated. This choice was often limited by the availability of slots in existing programs. The criterion that an inmate's preference should play an active role in his assignment to a training program was regarded as an important precondition for quality training.

The average vocational training program runs for approximately six months. Since almost half the programs have no definite duration, it is important that inmates be periodically reviewed for progress and appropriateness of their assignment. The criterion was established that inmates should be formally reviewed for reassignment every six months or less.

Although a large number of program prerequisites may act as a barrier to enrollment of interested and needy students, some minimum standards of aptitude or achievement are generally regarded as indicative of serious training activities. The criterion was established that there should be at least one minimum entrance requirement for the institutions' vocational training programs.

A full complement of vocational testing, guidance, counseling, job placement, and follow-up services should be available in the institution. This concept is the basis for establishing three criteria: (a) that the institution should provide vocational guidance and counseling services for most of the inmates, (b) that the institution should provide job placement services for trainees, and (c) that the institution should follow up trainees to determine whether the training was useful in getting and keeping a job. This latter criterion is especially important as it provides the basis for evaluating the outcome of training, thus motivating the institutions to do a better job, and also provides the feedback information needed to revise the programs in order to be more effective. Institutions that do not guide and consel inmates, do not try to place trainees in jobs, and do not seek to determine if their training is effective are not likely to be conducting quality training programs which aim to teach meaningful job skills useful on the outside. Often these activities degenerate into "time fillers" or "busy work", which sap the motivation of trainee and instructor alike.

An occupational advisory committee for each training program provides many benefits. Outside people from business, or education, can advise on program content, aid is securing necessary tools or supplies, and provide jobs for released trainees. The criterion was established that there be an active committee that meets at least annually for each vocational training program in the institution.

The practice of encouraging outside business or industry personnel to tour the training facilities and observe the training activities serves to maintain ties with community. The criterion was established that outside business or industry personnel should tour the training facilities on an annual basis.

Allowing inmates to travel outside the institution to observe practices in local businesses and industries is a very important form of community contact which tends to break down some of the misconceptions about jobs on the outside. It is also a good pedagogical device in its own right. The criterion was established that trainees should visit local businesses or industries at least annually.

The number of criteria met or satisfied by each institution was determined from the information collected during the site visits. Thus, an institution could meet from zero to ten criteria. The results of the evaluation are presented in the Results section of the report.

Conduct of the Mail Survey

Following the site visits, minor revisions were made to the mail instruments. Some questions were dropped because they were nearly always answered in the same way by all pretest respondents. Some questions were reworded to improve their meaning or response format.

While the mail instruments were being revised, letters of approval were again solicited from state directors. Eighty-three different state-level departments including the District of Columbia and the U.S. Bureau of Prisons were contacted. The results of the contacts at the state level are presented in Table 3. As was the case with the pretest, cooperation was excellent.

Institutions that responded to the pretest questionnaires and those non-respondent institutions that received site visits were not sent questionnaires during the full mail survey. All institutions that were not selected for the pretest and non-respondent institutions that were not visited were part of the full survey. Approximately 450 institutions were sent questionnaires during the full mail survey. The returns were combined, where possible, with the returns obtained from the pretest and site visits.

Approximately three weeks after the initial mailings, follow-up telephone calls were made to those institutions which had not responded. Contacts were continued until a response was obtained, or it was determined that no response would be forthcoming.

Analysis of the Returns

The data analysis step was a complex one due to the large number of different types of data which were collected. In addition to the different survey questionnaires for different respondents, there were two data collection periods; the pretest and the full survey. Also, an institution typically submitted multiple returns, each describing a different training activity.

In order to ensure that the appropriate data were received from each institution, items were included on the questionnaires which indi-

TABLE 3 . RESULTS OF STATE-LEVEL CONTACTS FOR THE FULL SURVEY

Result	Number of Departments	Number of Institutions
Department sent letters to Battelle	48[a]	288[b]
Department sent letters directly to institutions	2	20
Department informed wardens orally	6	35
Department instructed Battelle to contact institutions directly	6	19
No state-level department (Institutions contacted directly)	4	4
Department agreed to send letters, but Battelle did not receive same (Institutions contacted directly)	3	20
No reply to letter. Department could not be reached by phone (Institutions contacted directly)	2	10
Department required that forms be completed at state-level (Forms sent to state-level representative)	10	35
Department declined to support survey (Institutions were not contacted)	2	15
Totals	83	446

[a] Includes U.S. Bureau of Prisons

[b] Includes Federal institutions not participating in the pretest

cated what questionnaires and how many of them were to be submitted by each institution. Based upon these items, a master log was kept as the questionnaires were being received. This log contained the institution code number, the date the questionnaires were mailed out, the date the questionnaires were received, the number of each questionnaire expected, and the number of each questionnaire received.

After the receipt of each questionnaire and its being logged-in, the questionnaire was edited by hand. The purpose of this editing was twofold: preparation of the questionnaire for direct keypunching and correction of invalid or inappropriate data. At the same time that a questionnaire was being edited, various codes were assigned to each questionnaire form. The institution code was placed on all of the different returns from that institution. Also, all vocational programs, prison industries, and maintenance and operations activities were assigned unique code numbers and these codes were placed on the appropriate returns from each institution. This activity assured that the different data for each institution would be linked together and the different programs, industries, and activities would be identified.

After the data from each questionnaire was edited and coded, it was keypunched and verified on cards. At the end of the data collection period, a total of fourteen data files were generated - one for each questionnaire and each of the two data collection periods. The data from each of these files were then machine-edited. Out-of-range, illegal, and inconsistent data were identified and corrected. In particular, revisions to the codes for institution size and type (age and sex distribution) were made by examining specific institutional data items.

Since the data from the pretest and full survey questionnaires were essentially the same, the decision was made to merge the data from these two files for each of the forms. Those items which remained the same or were changed in only minor, inconsequential ways from the pretest to the full survey were treated as the same item. The few items which were changed significantly, were added, or were dropped from the pretest to the full survey were treated as separate items. If an item was not present on one of the survey files, each record in that survey file was assigned missing data (blanks) for that item. This modification made it possible to merge the pretest and full survey data files for each of the seven questionnaires, leaving seven data files instead of fourteen.

Further merging of these seven data files was judged to be unnecessary. Instead, it was decided to carry out a separate set of analyses for each of the seven forms. However, certain institutional data were identified as being critical to the analysis of data from the other questionnaires. Consequently, the institutional data file was merged with the other six files. This merge added the institutional data for any one institution to the program data for that institution in each of the other six files.

RESULTS

The results are presented in six parts: inmate interviews, institutional data, formal vocational training programs, prison industries, maintenance and operations, and evaluation.

Inmate Interviews

A total of 306 inmates about to be released or paroled were interviewed at 71 different institutions. Usually 4 to 5 inmates were individually interviewed at each institution, but in 6 institutions visited, no inmate interviews were conducted. This was due to either insufficient time or inability to identify suitable interviewees at these institutions.

Most of the inmates interviewed (69 percent) were incarcerated in institutions housing primarily adult males. Twelve percent of the interviewees were adult or juvenile females. Table 4 indicates the percent of interviewees in small, medium, and large institutions. Table 5 presents the ages of the inmates interviewed. Table 6 presents the highest grade in school completed by the interviewees. The marital status of the inmates interviewed is shown in Table 7. Forty-five percent of the interviewees were Black and five percent were members of other minority groups.

Fifty-two percent of the inmates interviewed had been in the institution less than one year. Approximately 58 percent received some job training during their stay at the institution. This percentage varied significantly with several variables. Inmates in adult male institutions were less likely to receive job training than inmates in other types of institutions (52% versus 70%). This may reflect the greater difficulty in training adult males or the relative lack of job training opportunities in institutions for adult males. As the size of an institution increases, the percentage of inmates receiving job training decreases. Seventy percent of the inmates in small institutions (less than 200 inmates) reported receiving job training, whereas 61 percent of the inmates in medium-sized institutions (between 200 and 999 inmates), and only 44 percent of the inmates in large institutions (1000 or more inmates) reported receiving job training. Security problems

TABLE 4. PERCENT OF INMATES INTERVIEWED BY SIZE OF INSTITUTION

Institution Size	Percent
Small (less than 200 inmates)	19.9
Medium (200-999 inmates)	49.7
Large (1000 or more inmates)	30.4
Total N=306	100.0

TABLE 5. PERCENT OF INMATES INTERVIEWED BY AGE

Age (years)	Percent
less than 18	13.1
18 - 20	18.0
21 - 30	45.4
31 - 40	13.4
greater than 40	10.1
Total N=306	100.0

TABLE 6. PERCENT OF INMATES INTERVIEWED BY HIGHEST GRADE IN SCHOOL COMPLETED

Highest Grade Completed	Percent
Less than 8	11.6
8	16.7
9 - 11	39.8
12	26.1
Greater than 12	5.7
Total N=138	100.0

TABLE 7. PERCENT OF INMATES INTERVIEWED BY MARITAL STATUS

Marital Status	Percent
Never married	63.8
Presently married	14.9
Divorced or separated	17.7
Widowed	3.5
Total N=141	100.0

in large institutions may be one explanation for the relative lack of job training. Table 8 shows that inmates over 30 years of age were less likely to have received training. Of the various types of training activities possible, a formal vocational training program was the predominate activity providing job training.

Those inmates who reported receiving some vocational training averaged 7.7 months of training. The amount of training, however, varied significantly with several variables. The greater the length of an inmate's stay, the more training he tended to receive. Inmates staying less than one year averaged 5 months of training, whereas inmates staying one to less than three years averaged 10 months of training. This is probably due to inmates with longer sentences qualifying for more or longer training programs. The same consideration may explain the finding that inmates of adult male institutions averaged slightly longer training than inmates in other types of institutions (8.6 months versus 6.2 months), since sentences tend to be longer in adult male institutions.

Although more than half the inmates interviewed participated in some job training activities, only 44% of the training activities were completed. (An additional 15% of the activities had no definite duration, e.g., on-the-job training in a maintenance activity.) The main reason given for not completing training was that the inmate was still in the program. Approximately 61 percent of the inmates receiving training were participating in a training program at the time of the interviews. Forty-two percent of these inmates stated that they will not complete their training before release.

Table 9 presents the inmate's ratings of the training received. Seventy-eight percent of the inmates rated their training as good or excellent.

Freedom to chose training and the type of training are important from a motivational point of view. Nearly 91 percent of those who participated in training activities reported some degree of choice regarding which programs or activities they participated in. This choice

TABLE 8. PERCENT OF INMATES RECEIVING TRAINING BY INMATE AGE

Inmate Age (years)	Number in Age Group	Number Receiving Training	Percent Receiving Training
Less than 18	40	27	67.5
18 to 20	55	37	67.3
21 to 30	139	82	59.0
31 to 40	41	20	48.8
Greater than 40	31	11	35.5
All Inmates	306	177	57.8

TABLE 9. INMATE RATINGS OF TRAINING QUALITY

Rating	Percent
Excellent	35.1
Good	43.2
Fair	16.2
Poor	5.4
Total N=148	100.0

was usually limited by existence of the program at the institution, openings in the existing programs, and sufficient time to complete the program. Thirty-nine percent of the inmates wanted to participate in other programs at their institution, but weren't able to do so. The main reasons given were too short a stay (33%), institutional restrictions (23%), and lack of openings (14%). Fifty-three percent of the inmates wanted other types of training which were not available at the institutions.

One of the main concerns of the inmate interviews involved the relation of training to outside employment. Approximately 44 percent of the inmates had a job waiting for them when they were released. (An additional 12 percent of the inmates were returning to school.) Of those inmates with a job waiting for them, 67 percent stated they would try to "stick with" the job. Table 10 indicates the level of job skills involved in the jobs. Sixty-five percent of the inmates with a job waiting upon release described the job as similar to ones they had held on the outside. Seventy-two percent stated that the job they had waiting was about the same in quality to previous jobs, whereas 27 percent described it as better, and 2 percent described it as worse.

Table 11 lists the ways that the outside employment was obtained. Only 20 percent of the inmates indicated that special job programs or persons in the institution assisted them in obtaining outside employment.

Forty percent of the inmates who received training stated that the job waiting for them was related to the training they received at the institutions. Since the job waiting for them was so often described as similar to previous jobs, it may be inferred that in many cases, the training assisgnments were actually made on the basis of previous job experiences. This would inflate the apparent relationship between training and the outside job waiting for the inmates.

Sixty-eight percent of the inmates who received training stated that the training was helpful in getting the job. Considering the similarity of the job to previous jobs, the fact that the job was about the same in quality to previous jobs, and the fact that the job was usually

TABLE 10. TYPE OF WORK INVOLVED IN JOB WAITING UPON RELEASE

Type	Percent
Unskilled	12.2
Semi-skilled	40.9
Skilled	36.5
Business and Other	10.4
Total N=115	100.0

TABLE 11. SOURCE OF OUTSIDE EMPLOYMENT

Source	Percent
Through a friend or relative	43.1
Through previous employer	16.5
Through personal application	15.6
Through job programs or persons in the institution	20.2
Other	4.6
Total N=109	100.0

obtained through a friend, or relative, this figure also appears inflated. It may be that the "helpfulness" of training is related to employer awareness of participation in a program or to the institutional work record, as well as being related to the knowledge and skills obtained. Useful skill training would require longer program participation, higher completion rates, and more institutional involvement in placement. The more skilled and useful the training, the less similar the job waiting upon release would be to previous jobs. Low-level training, unfortunately, is transferable and applicable to a wider variety of jobs than high-level skill acquisition.

Inmates who received training were in the institution an average of 4.6 months before being assigned to a training program or activity. They remained in the institution an average of 8.5 months after training was completed before being released or paroled. The average length of stay for all inmates whether they received training or not, was approximately 20 months.

Institutional Data

Institutional data forms were received from 424 institutions, or approximately 76 percent of the population of institutions. Most data forms were prepared at the institutions and returned directly. In a few states, the data forms were prepared by the state department of corrections for all institutions in the state. Table 12 provides an analysis of the response rate by size and type of institution. In each cell of this table, the numerator of the fraction is the number of responding institutions in the cell, the denominator is the estimated number of institutions in the population, and the quotient is the response rate (expressed as a percentage). The overall response rate was used in preparing estimates for the population of institutions.

A set of specific definitions were used to categorize the population of institutions, and are described below. Respondent institutions were categorized on the basis of the information they applied. Non-respondent institutions were categorized on the basis of information available in the American Correctional Association's Directory of Corr-

TABLE 12. SURVEY RESPONSE RATES BY SIZE AND TYPE OF INSTITUTION

Type of Institution	Size of Institution			
	Small	Medium	Large	Total
Adult Male	94/135 = 69.6%	82/106 = 77.4%	42/48 = 87.5%	218/289 = 75.4%
Adult Female	18/24 = 75.0%	6/9 = 66.7%	--	24/33 = 72.7%
Adult Male and Female	4/4 = 100.0%	6/7 = 85.7%	4/4 = 100.0%	14/15 = 93.3%
Juvenile Male	48/68 = 70.6%	25/35 = 71.4%	5/5 = 100.0%	78/108 = 72.2%
Juvenile Female	24/30 = 80.0%	2/4 = 50.0%	--	26/34 = 76.5%
Juvenile Male and Female	21/27 = 77.8%	7/8 = 87.5%	--	28/35 = 80.0%
Mixed Age Male	17/26 = 65.4%	14/15 = 93.3%	2/2 = 100.0%	33/43 = 76.7%
Mixed Age Female	1/1 = 100.0%	--	--	1/1 = 100.0%
Mixed Age Male and Female	1/1 = 100.0%	1/1 = 100.0%	--	2/2 = 100.0%
Adult	116/163 = 71.2%	94/122 = 77.0%	46/52 = 88.5%	256/337 = 76.0%
Juvenile	93/125 = 74.4%	34/47 = 72.3%	5/5 = 100.0%	132/177 = 74.6%
Mixed Age	19/28 = 67.9%	15/16 = 93.8%	2/2 = 100.0%	36/46 = 78.3%
Male	159/229 = 69.4%	121/156 = 77.6%	49/55 = 89.1%	329/440 = 74.8%
Female	43/55 = 78.2%	8/13 = 61.5%	--	51/68 = 75.0%
Both Male and Female	26/32 = 81.2%	14/16 = 87.5%	4/4 = 100.0%	44/52 = 84.6%
Total	228/316 = 72.2%	143/185 = 77.3%	53/59 = 89.8%	424/560 = 75.7%

tional Institutions and Agencies (1972). Small institutions were defined as institutions with less than 200 inmates, medium-sized institutions were defined as institutions with 200 to 999 inmates, and large institutions are those with 1000 or more inmates.

Adult institutions were defined as institutions where more than 90 percent of the inmates are 18 years of age or older. Juvenile institutions were defined as those where more than 90 percent of the inmates are under 18. Institutions not meeting the adult or juvenile definition were classified as "mixed age".

Male institutions were defined as those with less than 10 female inmates. Female institutions were defined as those with less than 10 male inmates. Institutions not meeting the male or female definition were classified as "both". It is assumed that an institution with fewer than 10 members of a minority sex would not provide vocational preparation activities specifically for that minority, and therefore, the institution and its activities would be appropriately classified.

The institutional data provides a description of (a) the responding institutions and their resident populations, (b) the institutions' vocational preparation activities, and (c) the amount and sources of support for vocational training.

Table 13 describes the sizes of responding institutions in terms of numbers of residents. A majority of the institutions are small. It can be seen in Table 13 that 12 percent of the institutions house 47 percent of the total inmate population.

Table 14 describes the nature of the responding institutions, and Table 15 describes the institutional security levels. The NCCD survey of state correctional institutions for adults (President's Commission on Law Enforcement and Administration of Justice, 1967) reported that approximately 54 percent of the adult institutions could be classified as prisons, and 18 percent as training schools. These figures are not strictly comparable to the present survey, since this survey includes juvenile and Federal institutions. The inclusion of juvenile institutions would be expected to raise the percentage of training schools and lower the percentage of prisons. Table 14 reflects these shifts, as expected.

TABLE 13. SIZE OF THE RESPONDING INSTITUTIONS

Size Category	Percent of Responding Institutions	Average Number of Residents	Percent of Resident Population
Small	53.8	99.7	12.4
Medium	33.7	519.6	40.5
Large	12.5	1629.6	47.1
	N=424	Av. = 432.6	N=183,402

TABLE 14. NATURE OF THE RESPONDING INSTITUTIONS

Description	Percent of Responding Institutions
Prison, penitentiary, or reformatory	41.0
Detention or classification center	5.0
Training school	26.0
Farm or work camp	9.5
Pre-release center or halfway house	1.4
Other	17.1
Total N=420	100.0

The NCCD survey also reported that approximately 29 percent of the adult institutions were minimum security type, 35 percent were medium security, 16 percent were maximum security, and 19 percent were of mixed security classifications. Again, the inclusion of juvenile institutions in the present survey would be expected to raise the percentage of minimum security institutions, and lower the percentage of maximum security institutions. Table 15 reflects these shifts, as expected.

The location of correctional institutions with regard to urban areas is significant for a number of reasons. From a vocational preparation point of view, nearness to an urban area may provide more qualified training personnel and more frequent community contacts. It may also provide greater access to vocational counseling and job placement services, and a greater variety of job openings for released inmates. Table 16 presents the percent of responding institutions at different distances from the nearest city. Forty percent of the institutions are more than 25 miles from even a small city.

The 424 institutions reported 183,402 inmates. Approximately 95 percent are male and 5 percent female. Approximately 87 percent are adults (18 and older) and 13 percent are juveniles. Twenty-three percent of the juveniles are in adult or mixed age institutions. Approximately 51 percent of all inmates are white, 41 percent are black, and 8 percent are other minorities (see Table 17). Data on the number of residents in small, medium, and large institutions (Table 13) and the response rates for different sized institutions (Table 12) were used to estimate the total correctional inmate population. Based on the estimating procedure, approximately 224,000 inmates are incarcerated in Federal and state correctional institutions. This estimate agrees very closely with figures reported by the President's Commission on Law Enforcement and Administration of Justice (1967) and the National Prisoner Statistics for 1970 (Bureau of Prisons, 1972), considering that older juveniles are included in the present survey.

Table 18 presents data on the institutions with regard to length of stay of the inmates. This table shows the percent of responding institutions where the 50th percentile resident stayed differing lengths of time. The median length of stay was less than one year in 54 percent

TABLE 15. INSTITUTIONAL SECURITY LEVELS

Security Level	Percent of Responding Institutions
Minimum	44.9
Medium	20.6
Maximum	12.3
Combination of Above	22.2
Total N=423	100.0

TABLE 16. DISTANCE TO NEAREST CITY

Distance	Percent of Responding Institutions
Within City	18.6
Less than 10 miles	17.6
10 and 25 miles	23.3
Greater than 25 miles	40.5
Total N=420	100.0

TABLE 17. MINORITY BACKGROUND OF RESIDENTS

Minority Group	Average Percent of Residents
Black	40.7
Spanish American	4.6
American Indian or Eskimo	2.3
Oriental	0.3
Other	1.1
Total Minority	49.0
White	51.0
Total N=418	100.0

TABLE 18. LENGTH OF STAY OF RESIDENTS

	Percent of Responding Institutions	
Length of Stay	50th Percentile Length of Stay	90th Percentile Length of Stay
Less than 1 year	53.5	34.1
One to less than 3 years	32.9	26.0
Three to less than 6 years	8.2	16.2
Six to less than 10 years	3.4	13.4
Ten years or more	2.0	10.3
Total	100.0 N=404	100.0 N=396

of the institutions. Data is also shown for the 90th percentile length of stay. The 90th percentile length of stay was less than one year in 34 percent of the institutions. The shortness of the stay of so many inmates in so many institutions has a negative impact on the institutions' ability to provide meaningful vocational preparation activities and services. In 10 percent of the institutions at least 10 percent of the residents stayed 10 years or more. The suitability of these inmates for vocational training is questionable.

Table 17 presents data on the minority background of the inmates, and Table 19 presents the minority composition of the institutions.

Table 20 presents data on the institutions with regard to inmate age. This table shows the percent of responding institutions where the 50th or 90th percentile resident's age fell in different age groups. In about 8 percent of the institutions the median age was less than 15 years. In 6 percent of the institutions at least 10 percent of the residents were older than 50. Table 21 presents the percent of responding institutions classified by predominant age of residents.

Table 22 shows the percent of responding institutions classified by sex of the residents.

Eight descriptive variables were used as control (or stratifying) variables in subsequent analyses. That is, significant data was broken down by each of these variables, and tested statistically to determine if there was reliable variation as a function of any of the control variables. The eight control variables were:

- nature of the institution
- institutional security level
- distance to nearest city
- length of stay of 90th percentile resident
- minority composition
- age composition
- sex composition
- institution size

Table 23 summarizes the control variables, their categories, and the percent of responding institutions falling in each category. In forming the control variables, categories were combined in some instances in order to provide sufficient data in a category for analysis purposes.

One of the important issues in any vocational preparation activity is need. The wardens or superintendents estimate that approximately 70 percent of the inmates who enter their institutions need to acquire job

TABLE 19. MINORITY COMPOSITION OF INSTITUTIONS

Percent Nonwhite	Percent of Responding Institutions
Less than 10 percent	3.3
Ten to less than 25 percent	9.6
Twenty-five to less than 50 percent	31.8
Fifty to less than 75 percent	45.5
Seventy-five to less than 90 percent	7.7
Ninety percent or greater	2.1
Total N=418	100.0

TABLE 20. AGE OF RESIDENTS

	Percent of Responding Institutions	
Age (Years)	50th Percentile Age	90th Percentile Age
Less than 15	7.70	2.00
15 to 17	23.90	25.75
18 to 20	11.20	8.00
21 to 30	41.60	15.50
31 to 40	14.50	18.75
41 to 50	1.00	23.75
Greater than 50	0.00	6.25
Total	100.00	100.00
	N=401	N=400

TABLE 21. AGE COMPOSITION OF THE RESPONDING INSTITUTIONS

Age Composition	Percent of Responding Institutions
Adult (more than 90 percent adult)	60.4
Juvenile (more than 90 percent juvenile)	31.1
Adult and Juvenile	8.5
Total N=424	100.0

TABLE 22. SEX COMPOSITION OF THE RESPONDING INSTITUTIONS

Sex Composition	Percent of Responding Institutions
Male	77.6
Female	12.0
Both Male and Female	10.4
Total N=424	100.0

TABLE 23. SUMMARY OF CONTROL VARIABLES

Variable	Category	Percent of Responding Institutions
Nature of the Institution	Prison	41.0
	Training school	26.0
	Other	33.0
Institutional security level	Minimum	44.9
	Medium	20.6
	Maximum	12.3
	Combination	22.2
Distance to nearest city	Within city	18.6
	Less than 10 miles	17.6
	10 to 25 miles	23.3
	Greater than 25 miles	40.5
Length of stay of 90th percentile resident	Less than 1 year	34.1
	1 to less than 3 years	26.0
	3 to less than 6 years	16.2
	6 years or more	23.7
Minority Composition	40% or less nonwhite	31.6
	41% to 59% nonwhite	35.4
	60% or more nonwhite	33.0
Age Composition	90% or more adult	60.4
	90% or more juvenile	31.1
	Mixed age	8.5
Sex Composition	Male	77.6
	Female	12.0
	Both	10.4
Institution Size	Small	53.8
	Medium	33.7
	Large	12.5

skills in order to obtain steady outside employment. Further, they estimate that only 34 percent of the entering inmates are likely to acquire sufficient job skills during their stay. Although these estimates are not based on hard data, they do reflect the judgments of experienced personnel in the correctional field. These estimates are not significantly related to any of the control variables, that is, the estimates of percent need and percent likely to acquire skills do not differ significantly in any of the categories of the control variables.

During the site visits, the wardens indicated that many inmates already have sufficient skills and that some inmates in their opinion are untrainable. Over half of the wardens interviewed said that lack of interest in acquiring skills was the reason many inmates would not acquire job skills during their stay in the institution. Institutional training programs are not designed for inmates who either have sufficient skills before entering the institution or who are not interested in acquiring them. Guidance and classification activities should work together to distinguish those who need and want training from those who do not. In about half of the institutions visited a classification committee (composed of treatment and security personnel from the institutional staff) made the final decisions about inmate assignments. Inmate preferences were taken into account in most institutions (96 percent).

Seventy-five percent of the institutions conduct vocational training programs within the institution. This percentage varies significantly on several control variables. A greater percentage of prisons (88 percent) conduct vocational training programs as compared with other types of institutions. (It is interesting to note that only 77 percent of institutions described as training schools conduct vocational training programs.) Vocational training programs are found less often (66 percent) in minimum security institutions than in other types of institutions. Distance to the nearest city has no effect. Institutions where 90 percent of the residents stay less than one year are less likely (only 60 percent) to conduct vocational training programs. There are no differences related to the minority composition or sex composition of the institutions. Surprisingly, vocational training programs are found less often (62 percent) in juvenile institutions than in adult or mixed age institutions. The percent of institutions conducting vocational training programs is significantly related to size of the institution (Table 24).

Of those insitutions with vocational training programs, 58 percent budget institutional funds specifically for these programs, and 59 percent utilize one or more outside source of support (Table 25). Institutions without a specific vocational training budget do not use outside sources of support any more often than institutions with a budget. The most frequent outside funding sources are state departments of vocational education and Title I grants under the Elementary and Secondary Education Act (ESEA), as shown in Table 26. In terms of total dollars, the greatest financial contribution is from the Manpower Development and Training Act (MTDA).

TABLE 24. PERCENT OF INSTITUTIONS CONDUCTING VOCATIONAL TRAINING PROGRAMS BY SIZE OF THE INSTITUTION

Institutional Size	Percent of Responding Institutions		Number of Institutions
	Conduct Vocational Training Programs	Do Not Conduct Vocational Training Programs	
Small	62.5	37.5	224
Medium	87.9	12.1	141
Large	96.2	3.8	53

TABLE 25. NUMBER OF OUTSIDE SOURCES OF SUPPORT FOR VOCATIONAL TRAINING PROGRAMS

Number of Outside Sources	Percent of Responding Institutions
0	41.0
1	26.7
2	19.0
3	8.0
4	3.7
5	1.6
Total N=400	100.0

TABLE 26. PERCENT OF INSTITUTIONS AND AMOUNT OF OUTSIDE FINANCIAL SUPPORT FOR VOCATIONAL TRAINING BY SOURCE OF SUPPORT

Source of Funds	Percent of Institutions	Average Amount Spent During Last Fiscal Year
MDTA	7.5	$ 84,254
State Department of Vocational Rehabilitation	11.6	47,314
State Department of Education	8.5	35,839
State Department of Vocational Education	13.4	34,689
ESEA Title 1	12.3	43,275
LEAA	8.5	54,910
Local school district	2.8	30,135
Private corporations	0.7	31,743
Community colleges	4.2	31,170
Other	9.2	56,069
	N=424	

Of those institutions with vocational training programs, the percentage with specific vocational training budgets varied on one control variable, institutional size. Forty-four percent of small institutions, 66 percent of medium-sized institutions, and 76 percent of large institutions have specific training budgets.

The total vocational training expenditures for one fiscal year (including outside monies and excluding capital expenditures) averages $134,000. Of this amount, approximately 79 percent is spent on salaries. The total institutional expenditures for one fiscal year (including outside monies and excluding capital expenditures) averages $2.9 million; approximately $5,000 per inmate. Those institutions with vocational training programs annually spend an average of only 6.5 percent of their total institutional expenditures on vocational training. Only 14% of the institutions spend ten percent or more of their total institutional expenditures on vocational training.

As might be expected, the total institutional expenditures per inmate vary on several of the control variables. Total expenditures per inmate are higher in training schools ($6,400 per inmate) than in prisons and other types of institutions ($4,800 per inmate). There are no reliable effects related to security level, distance to the nearest city, or sex composition of the institutions. Total expenditures per inamte are higher in institutions with short stays than in institutions with long stays (Table 27). Total expenditures per inmate are highest in predominantly white institutions ($5,600 per inmate) and lowest in predominantly nonwhite institutions ($4,700 per inmate). This difference may reflect other factors such as geographic differences which are correlated with minority composition of the institutions. Juvenile and mixed age institutions show higher expenditures per inmate ($6,000 per inmate) than adult institutions ($4,600 per inmate). Total expenditures per inmate are highest in medium-sized institutions ($5,700 per inmate) and lowest in large institutions ($4,200 per inmate).

TABLE 27. AVERAGE INSTITUTIONAL EXPENDITURE PER INMATE BY LENGTH OF STAY OF RESIDENTS

Length of Stay of 90th Percentile Resident	Average Expenditure Per Inmate	Number of Institutions
Less than 1 year	$ 5,817	68
1 to less than 3 years	5,472	67
3 to less than 6 years	4,493	42
6 years or more	4,584	60
All institutions	$ 5,173	237

Thirty-five percent of the institutions have prison industries. This percentage varies significantly on several control variables. Industries are operated in two-thirds of prisons, but very rarely in training schools (3 percent). Prison industries are found most often in maximum security institutions (69 percent) and least often in mimimum security institutions (11 percent). Distance to the nearest city has no effect. The longer the length of stay, the more often the institution has an industry program (Table 28). There are no differences related to the minority composition or sex composition of the institutions. Prison industries are found most often in adult institutions (51 percent) and least often in juvenile institutions (8 percent). The larger the institution, the more often it has an industry program (Table 29).

Eighty-three percent of the institutions assign inmates to work in activities related to the operation or maintenance of the institution. This percentage varies significantly on several control variables. Inmates in prisons are assigned to work in maintenance and operation (M & O) activities more often (96 percent) than in other types of institutions. Maximum security institutions assign inmates to M & O activities more often (92 percent), than in medium security institutions (86 percent) or minimum security institutions (77 percent). Distance to the nearest city has no effect. The longer the length of stay, the more often the institution assigns inmates to M & O activities (Table 30). There are no differences related to the minority composition or sex composition of the institutions. Work assignments in M & O activities are found most often in adult institutions (92 percent). The larger the institution, the more often the institution assigns inmates to M & O activities (Table 31).

Fifty-two percent of the institutions have a work release program. Those institutions with a work release program report an average of 40 inmates per institution participate in the program. The number of participants is only 4 percent of the total inmate population. The percentage of institutions with work release programs vary significantly on

TABLE 28. OCCURRENCE OF PRISON INDUSTRIES BY LENGTH OF STAY OF RESIDENTS

Length of Stay of 90th Percentile Resident	Percent of Responding Institutions		Number of Institutions
	With Industries	Without Industries	
Less than 1 year	6.2	93.9	132
1 to less than 3 years	28.2	71.8	103
3 to less than 6 years	51.6	48.4	64
6 years or more	63.4	36.6	93

TABLE 29. OCCURRENCE OF PRISON INDUSTRIES BY SIZE OF THE INSTITUTIONS

Institutional Size	Percent of Responding Institutions		Number of Institutions
	With Industries	Without Industries	
Small	10.7	89.3	225
Medium	54.2	45.8	142
Large	84.9	15.1	53

TABLE 30. PERCENT OF INSTITUTIONS ASSIGNING INMATES TO WORK IN INSTITUTIONAL MAINTENANCE OR OPERATION ACTIVITIES BY LENGTH OF STAY OF RESIDENTS

Length of Stay of 90th Percentile Residents	Percent of Responding Institutions: Assign Inmates	Percent of Responding Institutions: Do Not Assign Inmates	Number of Institutions
Less than 1 year	67.2	32.8	125
1 to less than 3 years	85.1	14.9	101
3 to less than 6 years	95.2	4.8	62
6 years or more	93.5	6.5	93

TABLE 31. PERCENT OF INSTITUTIONS ASSIGNING INMATES TO WORK IN INSTITUTIONAL MAINTENANCE OR OPERATION ACTIVITIES BY SIZE OF THE INSTITUTION

Institutional Size	Percent of Responding Institutions: Assign Inmates	Percent of Responding Institutions: Do Not Assign Inmates	Number of Institutions
Small	75.8	24.2	215
Medium	89.4	10.6	141
Large	98.1	1.9	53

several control variables. Work release programs are found less often in training schools (33 percent) than in other types of institutions. Work release is found most often in minimum (53 percent) and combined security institutions (67 percent) and least often in medium (42 percent) and maximum security institutions (44 percent). The occurrence of work release programs is significantly related to the distance to the nearest city. As distance increases, the percentage of institutions with work release programs decreases (Table 32). The longer the length of stay, the more often the institution has a work release program (Table 33.) Work release programs are found least often in short stay institutions. There are no differences related to the minority composition or sex composition of the institutions. Work release programs are found most often in adult institutions (62 percent) and least often in juvenile institutions (35 percent). The occurrence of work release programs is not related to the size of the instituton.

TABLE 32. OCCURRENCE OF WORK RELEASE PROGRAMS BY INSTITUTION'S DISTANCE TO THE NEAREST CITY

Distance to Nearest City	Percent of Responding Institutions: With Work Release	Percent of Responding Institutions: Without Work Release	Number of Institutions
In City	63.4	36.6	71
Less than 10 miles	56.8	43.2	74
10 to 25 miles	53.2	46.8	94
Greater than 25 miles	44.5	55.5	164

TABLE 33 . OCCURRENCE OF WORK RELEASE PROGRAMS BY LENGTH OF STAY OF RESIDENTS

Length of Stay of 90th Percentile Resident	Percent of Responding Institutions: With Work Release	Percent of Responding Institutions: Without Work Release	Number of Institutions
Less than 1 year	29.6	70.4	125
1 to less than 3 years	61.4	38.6	101
3 to less than 6 years	66.7	33.3	63
6 years or more	64.1	35.9	92

Formal Vocational Training Programs

The institutional data indicated that approximately 75 percent of the responding institutions had formal vocational training programs. Projecting this percentage to the entire population would indicate that approximately 422 institutions conduct vocational training programs. Two hundred ninety-seven returns were received from directors of vocational training programs, representing approximately 70 percent of the population of institutions with training programs. Each director provided information describing all or most of the vocational training programs under his supervision, whereas specific information on each program was generally provided by the instructors of the individual programs. (In some institutions the directors filled out all the questionnaires.)

The institutions reported a total of 1,940 programs, and specific information was obtained on 1724 programs or 89 percent. All of these programs were conducted within the institutions. Only 17% of the institutions indicated that inmates were enrolled in formal vocational training programs outside the institutions at local vocational or technical schools. These external programs represented less than 4% of the number of programs offered, and less than 3% of total vocational training enrollment.

Based on the enrollment in different sized institutions, it is estimated that approximately 46,000 inmates were receiving formal vocational training within the institutions, and approximately 1,200 inmates were receiving formal training in outside schools. It is estimated that approximately 19,000 inmates were on waiting lists for these programs. The significance of the waiting list varies from institution to institution. In some institutions, inmates are placed on the list whenever they request it, without regard to institutional restrictions, or program entrance requirements. In other institutions, inmates are placed on the waiting list only after they have met all institutional and program requirements.

Approximately 32 percent of the resident population of the reporting institutions were enrolled in formal vocational training programs, while approximately 15 percent of the resident population were on a waiting list. The percentage of inmates enrolled varied significantly on several control variables. A higher percentage of inmates in training schools were enrolled in training programs (50 percent) than inmates in prisons (19 percent) or other types of institutions (29 percent). Table 34 indicates that as the length of stay of the residents increased, the percentage enrolled decreased. Forty-eight percent of the inmates in short-stay institutions were enrolled in formal vocational training programs, compared to only 15 percent of the inmates in long-stay institutions. The age composition of the institution was also a significant control variable. Only 22 percent of the inmates in adult institutions were enrolled in training programs, compared to 48 percent in juvenile institutions, and 32 percent in mixed institutions. Inmates in small institutions were more frequently enrolled (38 percent) than were inmates in medium-sized institutions (28 percent) or large institutions (only 9 percent). Projecting the enrollment figures to the total institutional population, it is estimated that approximately 21 percent of all inmates are enrolled in vocational training programs and 9 percent are on waiting lists.

The directors of vocational.training estimated that about 50 percent of the inmates were unable to participate in vocational training programs for a variety of reasons. Table 35 presents the percent of institutions reporting each of the reasons. The most frequently stated reasons, which also involved the highest percentages of inmates, were lack of aptitude or interest and inability to meet minimum academic requirements.

The institutions offer an average of 5.5 programs per institution. This number varied appreciably on only one control variable, institution size. Large institutions offer approximately 9 programs per institution, whereas medium-sized institutions offer 7 programs per institution, and small institutions offer only 4 programs per institution. The number of programs per institution is severely limited and generally inadequate to meet inmate vocational needs.

Approximately 4,000 instructors were employed in the institutions' vocational training programs, or approximately one instructor for every 12 enrollees. Approximately 82 percent of the instructors were White, 12 percent Black, and 6 percent represented other minorities. Approximately 3 percent were inmates, and only 2 percent were provided by outside organizations to teach at the institution. The percentage of White instructors varied significantly with the racial composition of the institution, as shown in Table 36.

TABLE 34. PERCENT OF INMATES ENROLLED IN VOCATIONAL TRAINING PROGRAMS BY LENGTH OF STAY

Length of Stay of 90th Percentile Inmate	Number of Institutions	Percent of Inmates Enrolled
Less than 1 year	45	47.9
1 to less than 3 years	52	33.1
3 to less than 6 years	22	23.5
6 years or more	26	14.6

TABLE 35. PERCENT OF INSTITUTIONS REPORTING VARIOUS REASONS THAT INMATES ARE UNABLE TO PARTICIPATE IN VOCATIONAL TRAINING PROGRAMS

Reasons for Being Unable to Participate	Percent of Institutions Reporting
Inability to meet minimum academic requirements	72.9
Lack of program openings	47.9
Institutional security rules or previous offenses	39.3
Length of stay too short	67.9
Other priority assignments in the institution	34.3
Lack of aptitude or interest	77.1
Other	17.9
N=140	

TABLE 36. PERCENT OF WHITE INSTRUCTORS BY RACIAL COMPOSITION OF THE INSTITUTIONS

Racial Composition (Percent White Inmates)	Number of Institutions	Percent White Instructors
40 percent or less	84	75.8
41 percent to 59 percent	99	86.3
60 percent or more	80	92.5

The usual starting salary for a full-time vocational training instructor averaged $9,600 per year. The salary actually being paid to a full-time instructor averaged $11,000 per year. These figures did not vary appreciably on any of the control variables.

A complete vocational training department should provide more than training programs and instructors. Programs or provisions for special groups, and a full complement of vocational testing, guidance, counseling, job placement, and follow-up services should be available. Table 37 presents the percent of institutions reporting various special vocational training programs. Table 38 presents the percent of institutions reporting provisions available for special language or cultural groups. Table 39 presents the percent of institutions using different types of tests for selection. Table 40 presents the percent of institutions providing different types of guidance and counseling services and Table 41 presents the percent of institutions providing different job placement services. Table 42 presents the source of job placement services.

During the site visits, it was determined that most of the achievement and aptitude testing were part of the processing procedures for inmates entering the institution. Individual vocational counseling and job placement was often provided on an informal basis by social service and education personnel. Education personnel in particular were viewed as important resources by inmates seeking these services. The directors of vocational training and their staffs attempted to place trainees in jobs primarily through personal contacts with outside employers. These efforts are often voluntary and lack the impact that planned systematic programs would have.

Fifty-seven percent of the institutions have a person responsible for coordinating vocational guidance and counseling services, and 44 percent have a person responsible for coordinating job placement services. Forty percent of the institutions do not have a person responsible for either service.

Fifty-six percent of the institutions have no organized program for following up released or paroled inmates who have had vocational training to find out whether the training was useful in getting and keeping a job. Twenty-four percent of the institutions have a program for

TABLE 37. PERCENT OF INSTITUTIONS OFFERING SPECIAL TRAINING PROGRAMS

Special Training Area	Percent
Mentally retarded	18.8
Auditorially handicapped	4.8
Visually handicapped	5.5
Orthopedically handicapped	4.8
Health impairment	7.4
Inmates over 40	17.6
Other special problems	13.2
None	57.7
N=272	

TABLE 38. PERCENT OF INSTITUTIONS THAT MAKE PROVISIONS FOR SPECIAL GROUPS

Provision for Special Language or Cultural Group	Percent
Bilingual training materials	16.2
Bilingual instructors	14.3
Special English instruction	30.2
Training staff in minority problems	18.5
Other special provisions	7.6
None	56.6
N=265	

TABLE 39. PERCENT OF INSTITUTIONS USING DIFFERENT TESTS FOR SELECTION FOR VOCATIONAL TRAINING

Tests used	Percent
Aptitude tests	67.6
Personality tests	24.7
Interest tests	43.9
Achievement tests	67.2
Intelligence tests	53.7
None	15.0
N=287	

TABLE 40. PERCENT OF INSTITUTIONS PROVIDING DIFFERENT GUIDANCE AND COUNSELING SERVICES

Type of guidance and counseling service	Percent
Aptitude testing	60.7
Interest testing	45.6
Visits by outside business representatives	29.5
Individual vocational counseling	81.4
Group vocational counseling	45.3
Assistance with current training assignments	75.4
None	4.9
N=285	

TABLE 41. PERCENT OF INSTITUTIONS PROVIDING DIFFERENT JOB PLACEMENT SERVICES

Type of Job Placement Service	Percent
File of position openings	20.3
Literature on job opportunities	55.2
Referral to employers	55.9
Auxilliary job placement services	46.2
Course in job-hunting skills	56.2
Registration with state or local employment offices	24.1
Other services	22.1
None	7.9
N=290	

TABLE 42. PERCENT OF INSTITUTIONS USING DIFFERENT SOURCES OF JOB PLACEMENT SERVICES

Source of Job Placement Service	Percent
Vocational rehabilitation agency	52.5
State or local employment office	30.8
Instructors in institution	56.3
Social workers in institution	46.1
Parole officers	43.7
Other	26.8
None	7.5
N=295	

some of the vocational training programs, and only 20 percent have a follow-up program for all of the institutions vocational training programs.

It has been argued that an inmate should complete his vocational training shortly before he is released, so that the skills and knowledges he has acquired will be fresh and timely when he is released. Twenty-two percent of the institutions report that vocational training is scheduled so as to be completed before parole date eligibility. This is not easy to arrange, because in many instances, an inmate does not have a fixed eligibility date. A much larger percentage (57 percent) begin training as soon as possible after the inmate enters the institution. Fifty-nine percent of the institutions report that inmates with institutional or outside jobs can participate in vocational training programs at the same time.

Table 43 shows the percent of institutions estimating various lengths of stay after training. Forty-five percent of the institutions estimate that a trainee, on the average, remains in the institution less than 3 months after completing training. This percentage varies significantly on several control variables. Sixty-eight percent of training schools report that the average trainee stays less than 3 months, as compared to 23 percent of prisons. As would be expected, 75 percent of short stay institutions report that the average trainee stays less than 3 months, as compared to 15 percent of institutions where the 90th percentile inmate stays 3 years or more. Seventy-two percent of juvenile institutions report that the average trainee stays less than 3 months, as compared to 27 percent of adult institutions.

After training is completed or terminated, approximately 54 percent of the trainees are released or paroled. Sixteen percent are assigned to an activity related to their training for the remainder of their stay in the institution. Thirty percent of the trainees are assigned to unrelated activities or are returned to the general institutional population for the remainder of their stay. During the site visits vocational training instructors were asked why more trainees were not assigned to work activities in the institution related to their training. In those

TABLE 43. AVERAGE LENGTH OF STAY AFTER TRAINING

Average Length of Stay After Training	Percent of Institutions
Less than 3 months	45.1
3 to less than 6 months	25.7
6 to less than 12 months	21.2
12 months or more	8.0
Total	100.0
N=175	

instances where half or fewer of the inmates in a program were assigned to related institutional jobs, the institution either had no jobs to match the skills developed in training or had too few job openings to be filled.

Community contact is an important factor in keeping training programs relevant and in obtaining jobs for trainees. Sixty-six percent of the institutions do not have any advisory committees for any of their vocational training programs. Only 16 percent have a citizen's advisory committee for all programs. In large institutions, a significantly greater percent of institutions (33 percent) have committees for all programs. Regular tours by outside business personnel are reported by only 33 percent of the institutions, and only 30 percent of the institutions allow inmates to make regularly scheduled field trips outside the institution to local businesses or industries. Forty-two percent of the institutions with training programs have none of the three types of community contact, and only 7 percent have all three types of contact. The practice of bringing outside business personnel into the institution and the practice of allowing inmates to make outside trips apparently are characteristics of different types of institutions. Maximum security institutions and large institutions naturally bring in outside personnel whereas small institutions, minimum security institutions, short stay institutions, and juvenile institutions report more field trips.

One of the important aspects of the survey concerned plans for expansion or curtailment of vocational training programs. Sixty-three percent of the institutions with training program have not had to curtail any programs in the last year (1973). Eighteen percent have had to curtail programs due to lack of funds, and 13 percent have had to curtail programs becasue of lack of qualified staff.

A few institutions have had to curtail programs due to equipment being too expensive (4 percent), poor job markets for offenders (5 percent), competition from other institutional activities (5 percent), and lack of inmate interest (9 percent). Surprisingly, almost no institutions reported having to curtail training programs due to poor business attitudes towards hiring ex-offenders. Funding appears to be the major factor affecting the expansion or curtailment of vocational training programs at this time.

Sixty percent of the institutions see a need for greater variety in program offerings, and 24 percent want more openings in existing programs. Fifty-two percent see a need for more outside training opportunities, and 58 percent want new programs to take advantage of new job markets. Only 3 percent of the institutions claim that no changes are needed. In general, the directors of vocational training seem to be aware of the limited nature of their program offerings.

During the site visits, the most frequently mentioned needed change was a desire for more programs related to the current job market (45 percent). Many directors expressed a concern over the rapidly changing job market and the difficulty in establishing new training programs with the limited budgets they had. Many directors mentioned that they had to run their existing programs with a less than adequate budget

Although 60 percent of the institutions see a need for greater variety of programs, only 49 percent of the institutions are planning to add new vocational training programs within the year. This latter percentage did not vary significantly on any of the control variables.

Table 44 presents a comparison of goals among vocational training programs, prison industries, and maintenance and operations activities as indicated by directors of these activities. Only half of the vocational training directors believe that their most important goal is to develop specific job skills. Thirty-five percent of prison industry directors and 43 percent of maintenance and operations directors regard developing job skills as their most important goal. There appears to be only a weak commitment to what should be the primary goal of any training program--to develop job skills for employment.

Specific information was obtained on 1,724 training programs. One hundred forty-two different programs were described, the most frequent being auto mechanics, welding, food preparation, and carpentry. These four programs represent 29 percent of the 1,724 training programs described. Previous surveys (Torrence, 1966; Neff, 1970) also found these to be among the most frequently offered programs.

The vast majority of programs were related to skilled or semi-skilled blue collar occupations. Subject matter was usually directly

TABLE 44. PERCENT OF FIRST CHOICES AMONG ACTIVITY GOALS

Goal Statement	Activity		
	Vocational Training	Prison Industries	Institutional Maintenance and Operations
Develop specific job skills for employment on release	50.2%	35.2%	43.4%
Develop inmates' work habits	19.2%	43.8%	31.2%
Provide a means of evaluating inmate for parole	2.2%	3.2%	4.3%
Provide inmates with constructive activities	5.5%	9.3%	15.4%
	N=277	N=129	N=446

relevant to the job and was taught using traditional vocational training techniques--lecture, demonstration, and manual practice.

The training programs themselves have limited rehabilitation potential. The majority are for low status occupations which will pay low wages, particularly for the entry-level employee. They do not match inmate vocational interests as expressed in the inmate interviews. The programs, with only a few exceptions, were traditional, and were not based on any consideration of local or regional job markets. The sameness of the programs from institution to institution, and the absence of much change from surveys taken eight years earlier is disappointing.

Fifty-three percent of the programs are of fixed duration. In the other programs, the trainee can remain until he is released or paroled (30%), until specific performance standards are met (25%), or until he loses interest (17%). The amount of classroom or related instruction usually provided (whether fixed amount or not) averages 9 hours per week for 25 weeks. The amount of shop or laboratory instruction averages 20 hours per week for 29 weeks. The total hours of training usually provided averages 840 hours. The length of training is significantly longer in prisons (1,000 hours), maximum security institutions (1,030 hours), long-stay institutions (1,040 hours), adult institutions (940 hours), and large institutions (1,080 hours).

Seventy-six percent of the programs do not provide remuneration to the trainees. The remaining programs pay from $0.01 tc $3.00 per hour, with a mean of $0.34 per hour. In a correctional institution, even small amounts of pay can provide important motivation for inmates to participate in training programs.

Approximately 17 trainees per program were enrolled at the time of the survey. The maximum number of trainees that could be enrolled at a given time averages 21 per program. The average class size is about the same for classroom and shop training; 12 trainees.

Approximately 53 percent of the trainees are white, which is very close to the percentage of all inmates who are white (51 percent). The approximate mean age of trainees is 23 years, which is very close to the mean age of all inmates (24 years).

One of the major concerns in evaluating the effectiveness of formal training programs involves entrance requirements which act as barriers to general enrollement. Table 45 presents the percent of programs with various entrance requirements and Table 46 presents the percent of programs with multiple entrance requirements. The mean number of entrance requirements is low and did not vary appreciable on any of the control variables. Table 47 presents the average minimum levels required for entry into the programs. Approximately 78 percent of the programs have one or more academic requirements.

The program instructors ranked the advantages of being in a vocational training program form the inmate's point-of-view. Table 48 presents the average rank assigned to each potential advantage. Learning a job skill is ranked first most often and has the lowest (most important) average rank.

Adequate facilities and equipment are, of course, a necessary part of any training program. Ninety-five percent of the programs have their own shop or laboratory area, but 45 percent report that their facilities are inadequate in some respects. Seventy-eight percent of the programs feel that they have all the necessary tools, equipment and supplies needed. Twenty-one percent report that some major items of equipment are not in operating condition, and 33 percent report that some equipment is outdated. Only 32 percent of the programs have their own facility which is adequate and have all the necessary tools and equipment which are modern and operable. This percentage did not vary appreciably on any of the control variables.

During the site visits it was observed that vocational instructors accepted less than desirable working conditions as part of their job and generally did not complain about the facilities and equipment for their programs. The deficits, such as inadequate facilities and outdated equipment, were apparently extensive and were generally due to lack of financial support.

During their stay in an institution, many inmates participating in training programs are also required to perform work assignments in the institution. These work assignments, which may occur either during the training program or upon its completion, can frequently enable a trainee

TABLE 45. PERCENT OF TRAINING PROGRAMS WITH VARIOUS ENTRANCE REQUIREMENTS

Entrance Requirement	Percent of Programs
None	21.8
Must be within a given age range	18.3
Never incarcerated for certain offenses	5.9
Must have minimum custody level	18.9
Must pass test(s)	22.3
Must have sufficient time remaining to complete program	47.3
N=1700	

TABLE 46. NUMBER OF ENTRANCE REQUIREMENTS FOR VOCATIONAL TRAINING PROGRAMS

Number of Entrance Requirements	Percent of Programs
0	21.8
1	45.1
2	22.0
3	7.8
4 or more	3.3
Total N=1700	100.0

TABLE 47. REQUIREMENTS FOR ENTRY INTO TRAINING PROGRAMS

Requirement	Percent of Programs	Minimum Average Level Required
Reading Level	41.0	7th grade
Arithmetic Level	36.9	7th grade
School Grade	29.5	8th grade
I.Q. Score	15.3	90 points
N=910		

TABLE 48. ADVANTAGES OF ASSIGNMENT TO A VOCATIONAL TRAINING PROGRAM

Advantage	Average Rank (1= most important)	Percent of First Choices
Consideration for early parole	3.1	18.6
Pay	5.0	6.9
Learning a job skill	1.6	70.6
Desirable work assignment	3.4	13.0
Desirable housing area	5.8	0.8
Opportunity for work release	3.4	7.9
Increased freedom of movement	4.2	8.5
Other	2.7	9.8
N=857		

to practice or further develop the job skills taught in the program. Most or all of the trainees are assigned to related work in only 45 percent of the programs. This percentage did not vary appreciably on any of the control variables.

Sixty percent of the programs utilize written daily lesson plans. This percentage did not vary appreciably on any of the control variables. Fifty-seven percent of the programs have been reviewed and accredited by an outside agency. This percentage did not vary appreciably on any of the control variables. Only 21 percent offer registered apprenticeship training, and 38 percent report that a trainee can apply the hours he has completed to an apprenticeship program outside the institution. Eighteen percent of the programs offer approved apprenticeship training which is transferable to outside apprentice programs upon release. The percentage of programs offering approved apprenticeship training varied significantly on several control variables. More training programs in prisons offer approved apprenticeship training as compared to training schools (28 percent versus 14 percent). As the length of stay increases, so does the percentage of programs offering approved apprenticeship training. Twenty-five percent of training programs in adult institutions offer apprenticeship training as compared to 14 percent of training programs in juvenile institutions.

As noted earlier, about half the programs have no fixed length. Of those programs with a fixed length, only 61 percent of those enrolled in the programs completed all phases of the training. Although much skill and knowledge can be acquired without completing all phases of a program, the percent completion must be considered low and discouraging. The percent completion could be improved if more attention were given to selection of trainees, and scheduling of enrollment relative to probable release date.

The vocational training instructors were asked to estimate the number of trainees who were placed in jobs related to their training upon release. This was a difficult question for them to answer, as evidenced by the large number who did not respond (77 percent). This finding further supports the lack of follow-up information available to the vocational training departments described earlier. Based on the estimates provided by the vocational training instructors, approximately 56 percent of the trainees obtain jobs related to their training. This percentage did not vary significantly on any of the control variables.

Appraisal of trainee progress and recognition for successful completion are important motivational influences upon trainees. Table 49 presents the percent of programs using various methods of appraisal of trainee progress. Nearly all instructors report using at least one kind of appraisal, and 51 percent report using six or more appraisal methods.

Table 50 presents the percent of programs providing various types of recognition for successful completion of the program. Approximately 4 percent report no type of recognition given.

There are approximately 1.2 instructors per program. Approximately 24 percent of the programs use teacher aides or helpers to assist the instructors. Those programs using aides report an average of 2.0 aides per program.

Sixteen percent of the instructors are not certified. Sixty percent are certified by the state board of education. Twenty percent are certified by a state licensing board. Eight percent are certified by a union, and 13 percent report other miscellaneous certification. The percentages do not add to 100 due to multiple responses. These percentages did not vary appreciably on any of the control variables. The instructors report an average of 20 years of experience. Ninety-one percent of the instructors have teaching experience at the institution, with a mean of 5 years of experience. Eighty-seven percent of the instructors also have work experience in industry, with a mean of 15 years of experience. These data indicate a high level of experience for vocational training instructors in correctional institutions. The years of experience varied appreciably on only one control variable. The average years of experience in male institutions was 22 years compared to 15 years in female institutions.

TABLE 49. PERCENT OF TRAINING PROGRAMS USING VARIOUS METHODS OF APPRAISAL OF TRAINEE PROGRESS

Method	Percent of Programs
Grade at end of program	61.8
Grades periodically throughout program	76.3
Diagnostic ratings of skill areas	39.9
Written narrative progress reports	51.2
Observation of performance	93.6
Paper and pencil achievement tests	59.8
Non-paper and pencil achievement tests	54.3
Review sessions	48.2
Grades on projects	59.5
Other	9.7
None	0.5

N=1714

TABLE 50. PERCENT OF PROGRAMS PROVIDING VARIOUS TYPES OF RECOGNITION FOR SUCCESSFUL PROGRAM COMPLETION

Type of Recognition	Percent of Programs
Certificate given by outside organization	30.6
Certificate given by institution	68.8
Apprenticeship credit or certificate	12.0
High school credit	28.9
Credit toward post high school degree	10.7
Opportunity to take test for license or certificate	13.6
Other	8.9
None	3.6

N=1714

Prison Industries

The institutional data indicated that approximately 35 percent of the responding institutions had prison industries. Projecting this percentage to the entire population would indicate that approximately 195 institutions assign inmates to work in one or more prison industries at the institutions. One hundred thirty-two returns were received from directors of prison industries, representing approximately 68 percent of the population of institutions with industries. Each director provided specific information on the industries at this institution. Information was provided on an average of 3.1 industries per institution.

At the time of the survey, 16,807 inmates were reported working in various prison industries. Projecting this number to the total population of institutions with industries would indicate that approximately 25,000 inmates are working in prison industries. This figure represents about one out of every nine persons incarcerated in Federal and state correctional institutions. Further, as many or more new workers are assigned to prison industries each year. These data indicate the tremendous potential that prison industries have for vocational preparation, particularly for the adult felon.

Almost none of the institutions with industries allow inmates working in the industries to make trips outside the institution to local business or industrial sites. Only 32 percent have regular tours by outside business or industry persons. Twelve percent have citizen occupational advisory committees for their prison industries. The occurrence of community contact does not vary significantly with any of the control variables. These results indicate very little contact between prison industries and the outside business and industrial community. As a consequence, it is difficult for many prison industries to follow modern industrial practices or to place inmates in comparable outside jobs when they are released.

Prison industries have often been criticized because assigned inmates become "locked" into an industry, and are unable to participate in other vocational training programs in the institution. The present study does not show this to be a wide-spread practice. Seventy-six percent of the institutions with industries allow inmates to participate in vocational training programs while assigned to prison industries. This percentage does not vary reliably with any of the control variables.

Specific information was obtained on 407 industries. Seventy-nine different industries were described, the most frequent being furniture manufacturing and repair, garment manufacturing, printing, and tag and sign manufacturing. These four industries represent 31 percent of the 407 industries reported.

Eighty-four percent of the industries report that most inmates have the opportunity to learn the full range of specific job skills needed for successful performance on a job upon release or parole. Ninety-five percent report that inmates assigned to prison industries are given the opportunity to learn other jobs in the industry in addition to their regular job assignment. These percentages do not vary reliably with any of the control variables. Job rotation within an industry is, of course, critical in fulfilling these expectations. The industries report that inmates have an average of approximately 5.3 different job assignments in a two-year period. On average, this represents a different assignment every 4.5 months, which appears sufficient to provide for the acquisition of a variety of specific job skills.

The issue of pay for inmates in prison industries has recently received much attention (National Advisory Commission on Criminal Justice Standards and Goals, 1973). Forty-one percent of the industries do not pay inmates for their work. The other industries pay from $0.01 to $1.50 per hour, with a mean of $0.22 per hour. The directors of prison industries ranked the advantages of being assigned to prison industries from the inmate's point-[illegible]-view. Table 51 presents the average rank assigned to each potential advantage. Pay is ranked first most often and has the lowest (most important) average rank. Learning a job skill has the second lowest average rank.

Specific job skills are usually acquired through on-the-job training (OJT) and off-the-job training. On-the-job training is

TABLE 51. ADVANTAGES OF ASSIGNMENT TO A PRISON INDUSTRY

Advantage	Average Rank (1= most important)	Percent of First Choice
Consideration for early parole	3.9	5.9
Pay	2.4	38.2
Learning a job skill	2.8	29.6
Desirable work assignment	3.1	11.8
Desirable housing area	4.9	0.5
Increased freedom of movement	3.9	11.3
Other	5.5	1.6

N=182

defined as training that takes place in a work setting during the work day. Off-the-job training is defined as related training or instruction that takes place in a classroom or in the shop which does not occur during the regular productive process.

Meaningful OJT is provided by a designated trainer, rather than relying on fellow workers. Eighty-four percent of the industries have a designated person or persons responsible for providing OJT. This percentage does not vary appreciably with any of the control variables. Non-inmate supervisors provide OJT in 77 percent of the industries. Experienced inmates are used in 35 percent of industries, and outside trainers are used in 7 percent of the industries. Experienced inmates and outside trainers are often used in conjunction with non-inmate supervisors, thus, the percentages total to more than 100 percent. The number of trainers does not vary reliably with any of the control variables.

Only 23 percent of the industries have a written training plan for OJT. This plan usually consists of the sequence of tasks to be taught. This percentage does not vary reliably with any of the control variables. Table 52 indicates the percent of industries reporting different practices if an inmate worker needs additional training.

Table 53 presents the percent of industries using different methods of appraisal of OJT progress. Ninety-eight percent of the industries report using one or more methods of appraisal of inmates' progress. Table 54 presents the percent of industries reporting different numbers of methods.

Off-the-job training in prison industries is much rarer than OJT. Only 21 percent of the industries provide off-the-job training to newly assigned inmates. This percentage does not vary reliably with any of the control variables. Table 55 indicates who is responsible for providing this training. The percentages do not vary reliably with any of the control variables. Off-the-job training is provided to 1026 trainees in prison industries, about 6 percent of the total inmates working in prison industries.

Fifty-two percent of the industries with off-the-job training have a fixed amount of training time scheduled. For the others, the

TABLE 52. PERCENT OF INDUSTRIES REPORTING VARIOUS PRACTICES IF ADDITIONAL TRAINING IS NEEDED

Practice	Percent of Industries
Assignment to an easier job	9.3
Removal from productive work to provide training	44.1
Allow to work below standards while developing skills	46.6
Total	100.0
N=397	

TABLE 53. PERCENT OF INDUSTRIES USING VARIOUS METHODS OF APPRAISING OJT PROGRESS

Method of Appraisal	Percent of Industries
Observation of performance	87.1
Individual skill ratings	28.5
Written progress reports	54.7
Evaluation of work adjustment	75.0
Formal review sessions	38.9
Other methods	17.6
None	
N=404	

TABLE 54. NUMBER OF DIFFERENT METHODS USED IN APPRAISING OJT PROGRESS IN PRISON INDUSTRIES

Number of Methods Used	Percent of Institutions
0	2.0
1	12.6
2	16.3
3	37.1
4	18.6
5	9.4
6	4.0
Total N=404	100.0

TABLE 55 . ORGANIZATION PROVIDING OFF-THE-JOB TRAINING FOR PRISON INDUSTRIES

Organization	Percent of Industries
Vocational training Department	34.0
Prison Industry Department	22.0
Other (includes outside organizations and combinations of organizations)	44.0
Total N=50	100.0

amount of off-the-job training depends upon trainee progress. The amount of classroom or related instruction usually provided (whether fixed amount of not) averages 13 hours per week for 28 weeks. The amount off-the-job shop training averages 23 hours per week for 21 weeks. Most of the industries with off-the-job training (97 percent) provide some classroom or related instruction, and 60 percent provide additional shop training. The weighted averaged total hours of off-the-job training is approximately 500, or the equivalent of 3 months full-time training, when provided. Approximately one out of every 16 inmates currently involved in prison industries is receiving off-the-job training.

Maintenance and Operations

The institutional data indicated that approximately 83 percent of the responding institutions asigned inmates to work activities involving institutional operation or maintenance. Projecting this percentage to the entire population would indicate that approximately 467 institutions assign inmates to maintenance or operation activities. Three hundred and three institutions returned one or more questionnaires on institutional maintenance and operations activities, representing approximately 65 percent of the population of institutions with inmate maintenance or operation activities. An average of 1.5 questionnaires were received per institution. Sixty-three percent of the questionnaires received from directors of maintenance and operations activities describe general institutional maintenance activities. Twenty-seven percent describe food service activities, 9 percent hospital operations, and 1 percent farm activities. Each director was requested to provide specific information on up to three activities under his supervision involving the most inmates. Information was provided on an average of 2.2 activities per director.

At the time of the survey, 69,910 inmates were reported working in various institutional maintenance or operations jobs. Projecting this number to the total population of institutions with inmate work assignments would indicate that approximately 108,000 inmates are working in jobs related to institutional maintenance or operations. This figure represents about 48 percent of the persons incarcerated in Federal and state correctional institutions. A total of 46,438 new inmates were assigned during the year. These data indicate that planned, organized vocational training experiences should be included in these activities.

Almost none of the institutions with inmate maintenance and operations activities allow inmates with work assignments to make outside trips to local businesses or industries. Only 24 percent have regular tours by outside business or industry persons. Eight percent have citizen occupational advisory committees for their work activities. These percentages do not vary reliably with any of the control variables.

These results indicate very little contact with the outside business and industrial community. As was the case with prison industries, it is difficult for many of the work activities to maintain modern practices or to place inmates in comparable outside jobs when they are released.

Seventy percent of the institutions with inmate maintenance and operations activities allow inmates to participate in vocational training programs while assigned to these activities. This percentage does not vary appreciably with any of the control variables. Based on these results, a significant number of inmates are prevented from receiving training because of their work assignments.

Specific information was obtained on 1006 maintenance or operations activities. Sixty-nine different activities were described, the most frequent being general maintenance, food service, and food preparation activities. These three activities account for 39 percent of the activities reported.

Inmates have the opportunity to learn the full range of specific job skills needed for successful performance on a job upon release in only 57 percent of the activities. Seventy-nine percent report that inmates are given the opportunity to learn other skills associated with the activity. This percentage does not vary appreciably with any of the control variables. Job rotation is necessary in actualizing these opportunities. Inmates have an average of approximately 7.8 different job assignments over a two-year period. This represents an average of a different job assignment every 3 months.

Pay for the performance of work related to the maintenance or operation of the institution is generally regarded as important in imparting dignity and significance to the work performed. Fifty percent of the activities do not pay inmates for their work. The remaining activities pay from $0.01 to $2.20 per hour, with a mean of $0.25 per hour. The directors or supervisors of the activities ranked the advantages of being assigned to maintenance and operations activities from the inmate's point-of-view. Table 56 presents the average rank assigned to each potential advantage. Learning a job skill and desirability of the work assignment are ranked first most often and have the lowest (most important) average ranks.

TABLE 56. ADVANTAGES OF ASSIGNMENT TO A MAINTENANCE OR OPERATIONS ACTIVITY

Advantage	Average Rank (1= most important)	Percent of First Choices
Consideration for early parole	3.6	13.9
Pay	3.9	18.7
Learning a job skill	2.8	33.9
Desirable work assignment	2.7	25.8
Desirable housing area	4.8	2.4
Increased freedom of movement	3.5	12.1
Other	4.7	11.8
N=599		

Significant training value can occur from work assignments if the trainee is provided meaningful on-the-job and off-the-job training. One of the characteristics of meaningful on-the-job training (OJT) is that is is provided by formally assigned trainers, rather than by fellow workers. Seventy percent of the activities report a designated person or persons responsible for providing OJT. This percentage does not vary reliably with any of the control variables. Non-inmate supervisors provide OJT in 58 percent of the activities. Experienced inmates are used in 10 percent of the activities, and outside trainers are used in 11 percent of the activities.

Only 21 percent of the activities have a written training plan for OJT. This percentage varys with one of the control varibles; sex composition of the institution. Written training plans are more common in female institutions (29 percent) and institutions with both male and female residents (36 percent), than in male institutions (18 percent). If an inmate worker needs additional training, he is usually continued in the job (60 percent of the activities). Twenty-nine percent of the activities remove him from work temporarily, and 11 percent assign the inmate to an easier job.

Table 57 presents the percent of activities using different methods of appraisal of OJT progress. Ninety-six percent of the activities report using one or more methods of appraisal. Table 58 presents the percent of activities reporting different numbers of methods.

Off-the-job training in work activities is much rarer than OJT. Only 20 percent of the activities provide off-the-job training to newly assigned inmates. This percentage does not vary appreciably with any of the control variables. Table 59 indicates who is responsible for providing this training. The percentages do not vary reliably with any of the control variables. Off-the-job training is provided to 2,667 trainees in maintenance and operations activities, about 4 percent of the total inmates working in various institutional maintenance or operations jobs.

Apprenticeship training is a formal system of training and progress used in many skilled trades. It involves a multi-year

TABLE 57. PERCENT OF MAINTENANCE AND OPERATION ACTIVITIES USING VARIOUS METHODS OF APPRAISING OJT PROGRESS

Method of Appraisal	Percent of Activities
Observation of performance	77.5
Individual skill ratings	28.4
Written progress reports	51.2
Evaluation of work adjustment	66.3
Formal review sessions	26.6
Other methods	9.3
None	4.4
N=976	

TABLE 58. NUMBER OF DIFFERENT METHODS USED IN APPRAISING OJT PROGRESS IN MAINTENANCE AND OPERATIONS ACTIVITIES

Number of Methods Used	Percent of Activities
0	4.4
1	20.0
2	26.0
3	26.7
4	10.8
5	9.2
6	2.9
Total N=976	100.0

TABLE 59. ORGANIZATION PROVIDING OFF-THE-JOB TRAINING FOR MAINTENANCE AND OPERATIONS ACTIVITIES

Organization	Percent of Activities
Vocational Training Department	46.6
Maintenance or Service Personnel	36.5
Other (includes outside organizations and combinations of organizations)	16.9
Total N=148	100.0

program of OJT and related off-the-job training. In order to be recognized by craft unions outside the institution, an apprenticeship program must be approved and registered with the appropriate state or Federal agency. Only 14 percent of the activities offer registered apprenticeship training. This percentage does not vary appreciably on any of the control variables, except, as would be expected, in institutions where 90 percent or more of the residents stay less than 1 year. In those institutions only 6 percent of the activities involve apprenticeship training. Since apprenticeship programs extend over several years, it is important that an apprentice trainee be able to apply the hours he has completed to an apprenticeship program outside the institution. This is possible in 20 percent of all activities, and thus is more prevelant than complete apprenticeship training programs. This percentage does not vary appreciably with any of the control variables.

Forty-four percent of the activities with off-the-job training have a fixed amount of training time scheduled. The others base the amount of off-the-job training on trainee progress. The amount of classroom or related instruction usually provided averages 12 hours per week for 19 weeks. The amount of off-the-job shop training averages 20 hours per week for 21 weeks. Most of the activities with off-the-job training (93 percent) provide some classroom or related instruction, and 58 percent provide additional shop training. The weighted average total hours of off-the-job training is approximately 430, or the equivalent of 2.5 months full-time training, when provided. Approximately one out of every 26 inmates currently involved in maintenance or operations activities is receiving off-the-job training.

Evaluation

Evaluation data were obtained during site visits to 77 institutions. One institution visited had no formal vocational training programs, so the evaluation was based on information obtained from the remaining 76 institutions.

Table 60 presents the percent of institutions meeting each of the ten criteria previously discussed. Eight of the criteria were not met by a majority of institutions visited. Although the criterion concerning inmate preferences was met by 96 percent of the institutions, it should be pointed out that inmates were generally limited to choices among programs with openings. The criterion concerning job placement services was met by only 14 percent of the institutions. In many correctional systems this function is left to an outside agency, such as a state employment office. When this is done, much useful feedback related to job demand, necessary skills, and evaluation of trainees is lost.

Table 61 presents the number and percent of institutions meeting from zero to ten of the criteria. All institutions satisfied at least one of the criteria. Only one institution (1.3 percent of those visited) met all ten criteria. An examination of Table 61 indicates that nearly 45 percent of the institutions met less than four criteria and 92 percent met less than seven. Only eight percent of the institutions visited satisfied seven or more of the criteria, each of which was judged to be a basic condition for a quality program. From the above, it is clear that correctional institutions in general are not providing the necessary environment for conducting vocational training programs, whatever the quality of the instructors and curriculum they provide.

The basic conclusion of this evaluation is supported by an examination of the mail survey data. In the mail survey it was found that only 57 percent of the vocational training programs were reviewed and accredited by an outside agency, and only 32 percent had adequate facilities with all necessary equipment in operable condition and not outdated. Further, only half of the vocational training program directors felt that

TABLE 60. PERCENT OF INSTITUTONS MEETING EACH OF THE EVALUATION CRITERIA

Criterion	Percent
The institution has at least ten vocational training programs	35.5
Inmate preferences play an active role in assignment to programs	96.0
Inmates are formally reviewed for reassignment every six months or less	44.7
There is at least one minimum aptitude or achievement requirement for entrance into programs	52.6
The institution regularly provides vocational guidance and counseling for a majority of inmates	43.4
The institution regularly provides job placement services for trainees	14.5
The institution has a formal system for following up released trainees to evaluate training	25.0
The institution has an active citizens advisory committee	23.7
Outside business or industry regularly tour the institution's training facilities	32.9
There are regularly scheduled trips to local businesses or industries	26.3

N=76

TABLE 61. NUMBER AND PERCENT OF INSTITUTIONS MEETING DIFFERENT NUMBERS OF CRITERIA

Number of Criteria Meet	Number of Institutions	Percent of Institutions	Cumulative Percent of Institutions
0	0	0.0	0.0
1	6	7.9	7.9
2	15	19.7	27.6
3	13	17.1	44.7
4	13	17.1	61.8
5	12	15.8	77.6
6	11	14.5	92.1
7	3	4.0	96.1
8	2	2.6	98.7
9	0	0.0	98.7
10	1	1.3	100.0
Total	76	100.0	--

development of specific job skills for employment upon release was the most important goal of their activity. The situation is generally less satisfactory in prison industries and maintenance activities. In the mail survey it was found that only 21 percent of specific prison industries provided off-the-job related instruction. In addition, only 35 percent of prison industry directors felt that development of specific job skills was the most important goal of their activity. Only 20 percent of specific maintenance and operations activities provide off-the-job related instruction and only 43 percent of directors of maintenance and service activities felt that development of specific job skills was the most important goal of their activity.

SUMMARY AND RECOMMENDATIONS

The mail survey results and site visit interviews established that vocational preparation in correctional institutes is generally inadequate. In prison industries and in maintenance and service activities, for example, only one in five activities provide off-the-job instruction to supplement on-the-job training, although off-the-job instruction is regarded as necessary for adequate vocational training. Less than half of these activities have as their primary goal the development of inmate job skills for employment upon release. Community contact, regarded as an important adjunct to institutional training, is very rare. Over half of all inmates in correctional institutions are assigned to these activities which generally lack the minimum necessary conditions to provide meaningful vocational preparation.

The vocational preparation offered via formal vocational training programs is also inadequate, both in quantity and quality. The number of programs per institution is generally too small to meet the diversity of inmate training needs. Over half the inmates interviewed want other types of training which are not available at their institution. Most institutions recognize the need for greater variety in program offerings, but only half are planning to add new programs. Eighteen percent of the institutions have had to curtail programs due to lack of funds.

Approximately 21 percent of all inmates are enrolled in formal vocational training programs, and about half of all inmates will participate in these programs sometime during their stay. Only a little more than half of the inmates enrolled in programs will complete all phases of training. Some will stay in programs until they are released or until they lose interest. The inmate interviews also support the conclusion that most training activities are not completed. This represents a serious waste of human and material resources.

The quality and quantity of instructional personnel appears adequate. The number of instructors is sufficient for the enrollment in most programs. The instructors have had extensive experience in industry and in teaching. Most of the instructors are certified by a state department of education.

The quality of the programs offered, however, appears inadequate. Only 32 percent of the programs, by their own admission, have adequate, modern facilities with all necessary equipment in operable condition. The reasons these programs are inadequate are lack of financial support and lack of institutional commitment to reintegration through vocational preparation. Eighty-six percent of the institutions spend less than ten percent of the total institutional expenditures on vocational training. Only half of the directors of vocational training regard developing specific job skills as the most important goal for their programs.

There is an apparent lack of relationship of job training to individual and local job market needs. Since most inmates will return to the urban area from which they came, the employment opportunities in this local job market should affect the types of programs offered. The sameness of programs from institution to institution has already been noted, as well as the extreme concentration in skilled and semi-skilled occupations. The site visits revealed that local job market information was not used because of the difficulty in changing programs. Both the site visits and the mail survey revealed a dearth of vocational testing and guidance, job placement, and follow-up.

The analysis of the survey results in terms of the eight control variables revealed that the evaluation of vocational preparation as inadequate is not restricted to a particular size or type of institution. Institutions for women or juveniles appeared no better than adult male institutions. Type and size of institution, length of stay of residents, age and sex of residents, distance from a city, racial composition, and security level generally made little difference on most variables studied.

The most significant findings of the survey are summarized below in terms of the need for vocational preparation, the potential currently available in correctional institutions, the weaknesses disclosed, and finally, recommendations for improving vocational preparation in correctional institutions.

The Need for Vocational Preparation

There are approximately 224,000 inmates in U.S. correctional institutions. The typical inmate is young (24 years old), and has not completed high school. A majority will stay in an institution less than two years. About half have a job waiting for them when they leave. Upon release, over half of the inmates will work in unskilled or semiskilled jobs.

Most employment for released inmates is obtained through friends or relatives. Only 20 percent of the inmates indicated that special job programs or persons in the institution assisted them in obtaining outside employment. Less than half of the inmates who participated in training stated that the job waiting for them was related to the training they received in the institution.

The wardens of the institutions estimate that 70 percent of the inmates need to acquire job skills in order to obtain steady outside employment. They also estimate that only 34 percent are likely to acquire sufficient job skills during their stay. This low estimate is supported by the results of the inmate interviews.

The Potential for Vocational Preparation

The potential for vocational preparation in correctional institutions is considerable, in terms of programs, facilities, instructional personnel, and participating inmates. Although considerable attention has been given to the concept of community corrections in recent years, only 4 percent of the inmates participate in work release programs, and an additional one half of one percent participate in vocational training programs conducted outside of the institution. The vast majority of inmates must obtain vocational skills within the institution.

Three out of four institutions conduct formal vocational training programs. Twenty-one percent of all inmates are enrolled, and an additional 9 percent are on waiting lists to enter the programs. Approximately 4,000 instructors provide training in over 140 different vocational areas. Eighty-four percent of the instructors are certified, most by state departments of education. Most programs have their own shop or laboratory. Seventy-eight percent of the programs report having all the tools, equipment, and supplies needed to teach the program.

One out of three correctional institutions has one or more prison industries. Approximately 11 percent of all inmates (mostly adults) work in an industry. As many or more new workers are assigned to prison industries each year. Most of the industries report that inmates have the opportunity to learn the full range of job skills needed for outside employment. Seventy-six percent of the institutions with industries allow inmates to participate in vocational training programs while assigned to prison industries.

Over 80 percent of the institutions assign inmates to activities related to the operation or maintenance of the institution. Nearly half of all inmates are working in these activities. Only 57 percent of the activities report that inmates have the opportunity to learn the full range of job skills needed for outside employment. Seventy percent of the institutions with inmate work assignments allow inmates to participate in vocational training programs while assigned.

The Weaknesses

One weakness in correctional training activities is the lack of clear goals and a definite commitment to vocational preparation for all inmates. Only half of the directors of vocational training programs regard the development of job skills to enable an inmate to obtain employment upon release as the most important goal of their programs. Directors of prison industries, and maintenance and service activities are even less in agreement on the goal of developing specific job skills.

About half of all inmates are unable to participate in vocational training. Among the reasons given are inmates' lack of aptitude or interest, and inability to meet minimum academic requirements.

Another weakness is lack of funds for vocational training. Institutions with vocational training programs spend less on the average than seven percent of their total budget on vocational training. This level of expenditure is inadequate, and results in many program deficiencies. Prison industries, and maintenance and operations activities are usually organized to operate as cost-saving adjuncts to the institution, and not as rehabilitation activities.

Most institutions do not offer sufficient programs to meet individual inmate needs. Large institutions offer approximately 9 programs per institution, whereas medium-sized institutions offer 7 programs per institution, and small institutions offer only 4 programs per institution. However, only 9 percent of the inmates in large institutions were enrolled in training programs, compared to 28 percent in medium-sized institutions, and 38 percent in small institutions. Most institutions do not provide special programs geared to the handicapped inmate, the older inmate, the bilingual inmate, and the minority inmate.

A complete vocational training activity should provide more than programs, facilities, and instructors. A full complement of vocational testing, guidance, counseling, job placement, and follow-up services should be available. Although most institutions offer a variety of guidance, counseling, and job placement services, 40 percent of the institutions do not have a person solely responsible for coordinating vocational guidance and counseling, or for coordinating job placement services. Less than half of the institutions have an organized program for following up released or paroled inmates who have had vocational training to find out whether the training was useful in getting and keeping a job. Follow-up evaluation can validate the job market need and the quality of the training provided.

An inmate should complete his vocational training shortly before he is released, so that the skills and knowledges he has acquired will be fresh and timely upon release. In many instances, an inmate does not have a fixed date on which he is eligible for release or parole, so scheduling training is very difficult. Most institutions begin vocational training as soon as possible after the inmate enters the institution. Even so, only 61 percent of those enrolled in vocational training programs will complete all phases of training. After training is completed or terminated, 30 percent of the trainees are assigned to unrelated work activities, or are returned to the general institutional population for the remainder of their stay. As many trainees as possible should be assigned to an activity related to their training. Relevant work assignments will frequently enable a trainee to practice or further develop the job skills taught in the program.

All programs and activities should be periodically reviewed and accredited by an outside agency. Over 40 percent of the programs surveyed have not been reviewed and accredited.

Community contact is an important factor in keeping training programs relevant, and in obtaining jobs for trainees. Sixty-six percent of the institutions do not have a local citizen's advisory committee for any of their vocational training programs. Regular tours by outside business personnel are reported by only 33 percent of the directors of training, and only 30 percent allow inmates to make regularly scheduled field trips outside the institution to local businesses or industries. Only 7 percent of the training directors report all three types of community contact. Prison industries, and maintenance and service activities have even less community contact.

Inmates in prison industries, and maintenance and service activities should acquire specific job skills through a combination of on-the-job and off-the-job training. On-the-job training is defined as training that takes place in a work setting during the work day. Off-the-job training is defined as related instruction that takes place in a classroom or shop and which does not occur during the regular productive process. Although most of the industries and work activities have designated persons responsible for providing on-the-job training, only one out of five uses a written training plan. About 6 percent of the inmates working in prison industries, and 4 percent of the inmates working in maintenance or service jobs receive off-the-job training. The absence of off-the-job training limits the effectiveness of the training provided in these work activities.

Apprenticeship training is a formal system of training and skill progression used in many skilled trades. It involves a multi-year program of on-the-job training and related off-the-job instruction. Apprenticeship programs are applicable to many institutional maintenance activities. However, it is necessary that the training be recognized outside the institution. Only 14 percent of the activities offer approved apprenticeship training programs. Since apprenticeship training extends over several years, it is important that an apprentice trainee be able to apply the hours he has completed to an apprenticeship program outside the institution. This is possible in only 20 percent of the activities.

Recommendations For Improving Vocational Preparation

A number of recommendations, by no means original, can be made to improve the quality of vocational preparation in correctional institutions. Most of the recommendations which follow will require increased funding for implementation.

Current reform in corrections appears to be moving to smaller institutions and shorter sentences (National Advisory Commission on Criminal Justice Standards and Goals, 1973). Paradoxically, some aspects of training appear to be better in large institutions and in institutions where inmates stay for relatively long periods of time. For example, vocational training programs are found more often in large institutions and long-stay institutions. Large institutions are more likely to have specific vocational training budgets. Large institutions also offer, in comparison to medium and small institutions, a greater variety of vocational training programs. The percentage of programs offering approved apprenticeship training increases with the inmate length of stay. Only some of these factors are related to the quality of training, and the opportunity to participate in a program is definitely less in a large institution. All inmates should have the opportunity to participate in meaningful vocational preparation activities. Institutional and program barriers to fuller participation should be removed.

Another policy issue concerns pay for inmates. Seventy-six percent of the vocational training programs do not provide remuneration to trainees. Approximately 40 percent of prison industries and 50 percent of maintenance and service activities do not pay inmates for their work. The rate of pay rarely reaches the minimum wage level in these activities. In a correctional institution, even small amounts of pay can provide significant motivation for inmates to participate in training programs. This is particularly true in those institutions where pay is provided for work activities, which have less training value than formal programs. Correctional authorities should consider what they are motivating inmates to do. Pay, however, is only one type of reward. Other reward systems (e.g., special privileges) could be implemented which would motivate participation and achievement in training activities.

The relation of training to the distance that the institution is located from an urban center is another policy issue touched upon by the survey. Although work release programs are found more often in institutions located near urban centers, no other aspects of vocational preparation are related to this variable. Among the variables not related to distance are instructor salaries, use of local citizen advisory committees, community contacts, and provision of special programs. The suggested training benefits of having the institution located in or near an urban center are not supported by the survey results. This may be due to the social isolation of the institutions, wherever they are located. Other aspects of this isolation (e.g., lack of community contacts and job placement activities) have been noted.

There should be a greater variety of offerings in institutions to meet individual vocational needs. Provisions need to be made not only for more diversified programs and additional training slots, but also for special programs geared to the handicapped inmate, the older inmate, the bilingual inmate, and the minority inmate. This can be achieved through increased use of community resources.

Greatly expanded work release programs are needed, and more inmates should participate in training programs conducted outside the institution. In view of institutional constraints, this alternative may be preferable to expanding programs inside the institution.

Community contacts should be greatly expanded. These contacts include having active occupational advisory committees for all vocational preparation activities, having regular tours of the training facilities by outside business or industrial personnel, and having regularly scheduled field trips outside the institution. All vocational preparation activities should be reviewed and accredited by an outside agency.

An improved program of vocational guidance and counseling, and job placement is needed. Trained personnel should be available in each institution to perform these functions. The large percentage of inmates who do not complete the training programs indicates that more attention should be given to vocational testing and counseling, and to scheduling of training. Perhaps shorter, more intensive, modular training programs should be implemented.

The success of the various vocational preparation activities should be regularly evaluated by each institution or correctional system. There should be an organized program for obtaining information on released or paroled inmates who have participated in vocational preparation activities.

Prison industries, and maintenance and service work activities need to be planned from a vocational preparation point-of-view. Off-the-job training should be made a part of all work activities. Institutional work assignments should be planned to support and augment training. Apprenticeship training programs, which are transferable, can be instituted in connection with many work assignments.

The potential for conducting programs within the institutions is great. The current investment in manpower and facilities is significant. However, additional resources and a new commitment are needed to actualize this potential.

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APPENDIX A

MAIL SURVEY INSTRUMENTS

FOR COMPLETION
BY THE
WARDEN

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

INSTITUTIONAL DATA

General Instructions: This questionnaire is to be completed by the WARDEN or SUPERINTENDENT of the institution. It requests summary information concerning the total prison population. This brief form is one of several questionnaires which have been sent to this institution. The other, more detailed questionnaires, are to be completed by the staff personnel in charge of vocational education, prison industries, and maintenance and operations. You may collect the completed forms and return them to us or have the staff return them to us directly.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT, OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

1. Please indicate any corrections on the following label. This information will not be used in the study. It will only be used if further contact is needed concerning this information.

___ ___ ___ 1

4 1 1

___ ___ 9

Date ______________________ ___ ___ ___ ___ ___

2. As Warden/Superintendent, do you have administrative responsibility for . . . . ___ 20
    1. a single physical facility?
    2. multiple physical facilities (e.g., prison, work camp, farm, etc.)?

    If you have administrative responsibility for more than one facility, how many facilities do you direct? . . . . . ___ ___ 21

3. Which one of the following best describes this institution? . . . . . ___ 23
    1. prison, penitentiary or reformatory
    2. detention or classification center
    3. training school
    4. farm or work camp
    5. pre-release center such as halfway house
    6. other (specify) ______________________

4. Which one of the following best describes this institution? . . . . . ___ 24
    1. minimum security
    2. medium security
    3. maximum security
    4. combination of above; please explain

5. Which of the following best describes the location of this institution relative to the nearest city with a population of 25,000 or more . . . . ___ 25
    1. institution is within such a community
    2. less than 10 miles away
    3. 10 to 25 miles away
    4. over 25 miles away

6. Estimate the percent of inmates whose stay in this institution (before parole, release, or transfer) will probably be:
    1. less than one year . . . . ___ ___ ___ % 26
    2. 1 to less than 3 years . . . . ___ ___ ___ 29
    3. 3 to less than 6 years . . . . ___ ___ ___ 32
    4. 6 to less than 10 years . . . . ___ ___ ___ 35
    5. 10 years or longer . . . . ___ ___ ___ 38

    Total . . . . 1 0 0 % 41

7. Approximately what percent of inmates currently in this institution are:

1. White or Caucasian . . . . 44 ___ ___ ___ %
2. Black or Negro . . . . 47 ___ ___ ___
3. Spanish American . . . . 50 ___ ___ ___
4. American Indian or Eskimo . . . . 53 ___ ___ ___
5. Oriental . . . . 56 ___ ___ ___
6. Other (specify) . . . . 59 ___ ___ ___

____

____

Total . . . . 62 1 0 0 %

8. Approximately what percent of the offenders presently being handled by your institution are in each of the following age groups?

Under 15 years . . . . 65 ___ ___ ___ %
15 - 17 . . . . 68 ___ ___ ___
18 - 20 . . . . 71 ___ ___ ___
21 - 30 . . . . 74 ___ ___ ___
31 - 40 . . . . 77 ___ ___ ___ 5 2
41 - 50 . . . . 8 ___ ___ ___
51 or more . . . . 11 ___ ___ ___
Total . . . . 14 1 0 0 %

9. What is the total number of inmates currently in this institution?

1. Male . . . . 17 ___ ___ ___ ___
2. Female . . . . 21 ___ ___ ___ ___
3. Total . . . . 25 ___ ___ ___ ___

10. In your opinion, what percent of the inmates who enter this institution need to acquire job skills in order to obtain outside employment at a steady job? . . . . 29 ___ ___ ___ %

11. In your opinion, what percent of the inmates who enter this institution are likely to acquire sufficient job skills during their stay in this institution? . . . . 32 ___ ___ ___ %

12. What were the total institutional expenditures for the last fiscal year? Include all monies spent for all institutional functions such as administration, training, counseling, building maintenance, utilities, prison industries, etc., regardless of the source of these funds. Exclude capital expenditures.

$ 35 ___ ___ ___ ___ ___ ___ ___ ___ ___

13. Are any vocational training programs conducted within this institution or its satellites (such as farms, work camps) including programs such as apprenticeships, MDTA, and vocational education courses (but excluding general education, prison industries, maintenance and operations, and work release)? . . . . 43 ___

1. Yes
2. No

IF THE ANSWER TO NUMBER 13 IS "YES":

A. PLEASE DISTRIBUTE PACKET "A" TO THE SUPERVISOR OR DIRECTOR OF VOCATIONAL TRAINING AT THIS INSITUTION.

Name of Person Given Packet A ______________________________

____

B. ANSWER QUESTIONS 14, 15, AND 16.

IF THE ANSWER TO NUMBER 13 IS "NO":

A. DISCARD PACKET "A".
B. GO TO QUESTION 17.

ANSWER ONLY IF INSTITUTION HAS VOCATIONAL TRAINING PROGRAMS

↓

14. Are internal or institutional funds for vocational training programs a line budget item, i.e., is a specific amount of the institution's budget designated for these programs each year? . . . . 44 ___

1. Yes
2. No

A-2

ANSWER ONLY IF INSTITUTION HAS VOCATIONAL TRAINING PROGRAMS

15. If monies other than those from the institutional budget were spent for vocational training, what were the sources of these funds? (Check all that apply and give the amounts spent during the last fiscal year.)

Source		Amount
1. no other monies used . .	___	
2. MDTA	___	$___ ___ ___ ___ ___ ___ 45
3. state department of vocational rehabilitation	___	___ ___ ___ ___ ___ ___ 51
4. state department of education	___	___ ___ ___ ___ ___ ___ 57
5. state department of vocational education .	___	___ ___ ___ ___ ___ ___ 63
6. ESEA Title 1	___	___ ___ ___ ___ ___ ___ 69 5-1
7. LEAA	___	___ ___ ___ ___ ___ ___ 8
8. institutional school district	___	___ ___ ___ ___ ___ ___ 14
9. private corporation . . .	___	___ ___ ___ ___ ___ ___ 20
10. community college/ university	___	___ ___ ___ ___ ___ ___ 26
11. other (specify)	___	___ ___ ___ ___ ___ ___ 32

____

____

____

16. What were the total vocational training operation expenditures for the last fiscal year? Include all monies spent from the institutional budget and from other sources listed in Question 15. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. TOTAL	$___ ___ ___ ___ ___ ___ ___ 38
2. salaries	___ ___ ___ ___ ___ ___ ___ 45
3. supplies	___ ___ ___ ___ ___ ___ ___ 52
4. other	___ ___ ___ ___ ___ ___ ___ 59

17. Do you have any prison industries at this institution or its satellites? . . . . ___ 66

1. Yes

2. No

IF THE ANSWER TO NUMBER 17 IS "YES", PLEASE DISTRIBUTE PACKET "B" TO THE SUPERVISOR OR DIRECTOR OF PRISON INDUSTRIES AT THIS INSTITUTION. IF "NO", DISCARD PACKET "B".

Name of Person Given Packet B ______________________________

____

18. Do any inmates have work assignments in prison maintenance and operations activities such as food service, building maintenance, painting or hospital duty? . . . . ___ 67

1. Yes

2. No

IF THE ANSWER TO NUMBER 18 IS "YES", PLEASE DISTRIBUTE THE APPROPRIATE PACKET "C" TO THE SUPERVISORS OR DIRECTORS OF ACTIVITIES TO WHICH INMATES ARE ASSIGNED.

Names of Persons Given Packet C

Maintenance Director: ______________________________

Food Service Director: ______________________________

Hospital Director: ______________________________

Other Service Director: ______________________________

____

19. Is there a work release program for inmates of this institution? ___ 68

1. Yes

2. No

If YES, how many inmates are currently participating in work release programs? . . . . ___ ___ ___ ___ 69

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE (even if you gave few or no "yes" answers to Questions 13, 17, and 18) TO US AS SOON AS POSSIBLE IN THE ENCLOSED ENVELOPE AND DISTRIBUTE THE OTHER QUESTIONNAIRES TO STAFF PERSONNEL IN CHARGE OF THE RESPECTIVE WORK AND EDUCATION PROGRAMS. THANK YOU FOR YOUR COOPERATION IN THIS COMPREHENSIVE NATIONAL STUDY OF PRISON TRAINING PROGRAMS.

If additional materials are needed, contact

Mrs. Diane LaDow
Battelle-Columbus Laboratories
505 King Avenue
Columbus, Ohio 43201

Please feel free to call collect at (614) 299-3151, Extension 3222, if you have any questions.

FOR COMPLETION BY
DIRECTOR
OF VOCATIONAL TRAINING

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM A: VOCATIONAL TRAINING PROGRAMS

PART 1

General Instructions: The purpose of this study is to develop a comprehensive description of vocational training provided to correctional institutions in the United States. This questionnaire consists of two parts. Part 1 should be completed by the Director of Vocational Training or the person most familiar with the institution's total vocational training program. Part 1 contains questions of a general nature about the entire vocational program.

Part 2 of the questionnaire requests more specific information on each vocational training program offered within the institution. Part 2 can be completed by the Director of Vocational Training or by the instructor of each specific program. Please have one copy of Part 2 completed for each program identified in Question 2 of Part 1.

Include only programs under the direct supervision of the vocational training department. Please do not include general education, work release, study release, and programs conducted by prison industries and maintenance. These programs will be covered in separate questionnaires.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT, OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Please return Part 1 as soon as possible in the enclosed envelope. Please return one questionnaire (Part 2 of Form A) for each vocational training program to Battelle in the other enclosed envelope by May 17, 1974. If you have any questions or need more materials, please call Diane LaDow at (614) 299-3151, Extension 3222. Your cooperation in this endeavor is greatly appreciated.

1. Please provide the following identifying information: this information will not be used in the study. It will only be used if further contact is needed concerning this information.

a. Name of Institution

____

b. State

____

c. Name of person completing questionnaire

____

d. His title or position

____

For the purpose of this survey, VOCATIONAL TRAINING is defined as follows:

> VOCATIONAL TRAINING PROGRAMS ARE THOSE PROGRAMS WHICH ARE DESIGNED TO PREPARE INMATES FOR EMPLOYMENT IN SPECIFIC JOBS OR OCCUPATIONS UPON RELEASE.

2. Please list each vocational program offered this year under your supervision. A training program may consist of several courses, and/or on-the-job training which together prepare a trainee for a specific job or occupation. Please do not list individual courses. For each program listed:

   a. give the number of inmates currently enrolled in the program, and the number of inmates currently on the waiting list.

   b. have a copy of Part 2 of the questionnaire (yellow form) completed for each program you offer. Write the name of the program on a questionnaire. Please note that there are special forms (dark yellow) for six programs: Auto Mechanics, Carpentry, Food Preparation, Cosmetology, Machine Trades, and Welding. If you offer any of these programs, please use the appropriate form. If the program's instructor completes the questionnaire, have him return it to you.

1

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	Program Name	Number Inmates Currently Enrolled	Number Inmates Currently on Waiting List		Program Name	Number Inmates Currently Enrolled	Number Inmates Currently on Waiting List
8		11	13	43		46	48
15		18	20	50		53	55
22		25	27	57		60	62
29		32	34	64		67	69
36		39	41	71		74	76
43		46	48	5^3 8		11	13
50		53	55	15		18	20
57		60	62	22		25	27
64		67	69	29		32	34
71		74	76	36		39	41
5^2 8		11	13	43		46	48
15		18	20	50		53	55
22		25	27	57		60	62
29		32	34	64		67	69
36		39	41	71		74	76

3. Please list any vocational training programs offered outside the institution at local vocational or technical schools. Give the number of inmates currently enrolled in each program and the number of inmates currently on the waiting list for each program.

5^4 8		11	13	43		46	48
15		18	20	50		53	55
22		25	27	57		60	62
29		32	34	64		67	69
36		39	41	71		74	76

4. Give the number of the instructors, both full and part time, in vocational training programs in each of the following categories. Do not include helpers or teachers' aides. Be sure to include any instructors or lecturers provided by outside organizations.

   1. White . . . . ___ ___ ___ 8
   2. Black . . . . ___ ___ ___ 11
   3. Spanish American . . . . ___ ___ ___ 14
   4. American Indian or Eskimo . . . . ___ ___ ___ 17
   5. other (specify) . . . . ___ ___ ___ 20

   ____

   ____

5. Give the number of vocational instructors, both full and part time, in each of the following categories. Do not include helpers or teachers' aides.

   1. inmates . . . . ___ ___ ___ 23
   2. ex-inmates . . . . ___ ___ ___ 26
   3. lecturers or instructors provided by outside organizations who teach in the vocational training programs. . . . . ___ ___ ___ 29

6. Estimate the average annual salary currently being paid to a full time vocational training instructor. $ ___ ___ ___ ___ ___ 32

7. Estimate the usual starting salary for a full time vocational training instructor per year. . . . . $ ___ ___ ___ ___ ___ 37

8. Which of the following suggested goals for vocational training programs do you feel are most important in actual practice at your institution? Rank order these from "1" most important to "6" least important.

   1. develop specific job skills. . . . . ___ 42
   2. place inmate on a job upon release . . . . ___ 43
   3. develop inmate's personal and social skills. . . . . ___ 44
   4. develop inmate's work habits . . . . ___ 45
   5. provide a means of evaluating inmates for parole . . . . . ___ 46
   6. provide inmates with constructive activities . . . . ___ 47

9. Are special vocational training programs offered for any of the following? (Check all that apply.)

   1. mentally retarded (educable or trainable) . . . . ___ 48
   2. auditorially handicapped . . . . ___ 49
   3. visually handicapped . . . . ___ 50
   4. orthopedically handicapped . . . . ___ 51
   5. other health impairments (cardiac problems, diabetes, etc.) . . . . ___ 52
   6. inmates over 40 years old . . . . ___ 53
   7. other (specify) ______________________________ . ___ 54

   ____

   8. none . . . . ___ 55

10. What provisions are made for training special language or cultural groups? (Check all that apply.)

   1. bilingual training materials . . . . ___ 56
   2. bilingual instructors . . . . ___ 57
   3. special English instruction . . . . ___ 58
   4. training in minority problems for instructional staff . . . ___ 59
   5. other (specify) ______________________________ . ___ 60

   ____

   6. none . . . . ___ 61

11. Which of the following types of tests are actually used in selecting trainees for vocational training programs? (Check all that apply.)

1. aptitude tests . . . . ___ 62
2. personality tests . . . . ___ 63
3. interest tests . . . . ___ 64
4. achievement tests . . . . ___ 65
5. I.Q. tests . . . . ___ 66
6. none used . . . . ___ 67

12. In your opinion, what percent of the inmates who enter this institution are unable to participate in vocational training programs due to:

1. inability to meet minimum academic requirements. . . . . ___ ___ ___% 68
2. lack of program openings. . . . . ___ ___ ___% 71
3. institutional security rules or previous offenses . . . . ___ ___ ___% 74
4. length of stay too short. . . . . ___ ___ ___% 77 5
5. other priority assignments in the institution (maintenance, industry) . . . . ___ ___ ___% 8
6. lack of aptitude or interest. . . . . ___ ___ ___% 11
7. other (specify) ______________________________ ___ ___ ___% 14

____

13. What types of vocational guidance and counseling services are regularly provided to most inmates dueing their stay in this institution? (Check all that apply.)

1. aptitude testing . . . . ___ 17
2. interest testing . . . . ___ 18
3. visits by outside busines and industry representatives . . ___ 19
4. individual vocational counseling . . . . ___ 20
5. vocational counseling with groups of inmates . . . . . . ___ 21
6. helping inmates with problems in adjusting their work or training assignments. . . . . ___ 22
7. none . . . . ___ 23

14. What types of job placement services are regularly provided to most inmates during their stay in this institution? (Check all that apply)

1. file of "position openings" maintained in the institution. ___ 24
2. literature or other information concerning job opportunities, and entry requirements provided . . . . . ___ 25
3. referral of inmates to particular employer(s) for job interview. . . . . ___ 26
4. job placement services provided by pre-release center or halfway house . . . . ___ 27
5. course on job hunting skills, such as filling out a application blanks, appropriate interview behavior, etc. ___ 28
6. registration of inmates at state or local employment offices . . . . ___ 29
7. none provided. . . . . ___ 30
8. other (specify)______________________________ ___ 31

____

15. Who provides job placement services to inmates during their stay in this institution? (Check all that apply.)

1. no services provided . . . . ___ 32
2. vocational rehabilitation agency . . . . ___ 33
3. state or local employment office . . . . ___ 34
4. instructors at this institution . . . . ___ 35
5. case workers or social workers at this institution . . . . ___ 36
6. parole officer . . . . ___ 37
7. other (specify) . . . . ___ 38

____

____

16. Is there a person in this institution (apart from the Director of Vocational Training) whose major job responsibility includes coordination of:

	(1) yes	(2) no
1. vocational guidance and counseling service	___ 39	___
2. job placement services	___ 40	___

17. Is there an organized program, which is regularly carried out, for following up released or paroled inmates who have had vocational training while in the institution to find out whether or not this training was useful to the trainee in getting and keeping a job? . . . . ___ 41

   1. yes, for all programs
   2. yes, for some programs
   3. no

18. When is vocational training usually given? . . . . ___ 42

   1. started as soon as possible after inmate enters institution regardless of parole date eligibility
   2. scheduled so that training will be completed shortly before parole date eligibility
   3. other (specify) ______________________________

   ____

19. After training is completed or terminated, approximately what percent of the trainees are:

   1. released or paroled. . . . . ___ ___ ___% 43
   2. assigned to an activity related to their training . . . . ___ ___ ___%
   3. assigned to an activity unrelated to their training . . . . ___ ___ ___% 49
   4. returned to the general institutional population . . . . ___ ___ ___% 52
   5. other (specify)______________________ ___ ___ ___% 55

   ____

20. On the average, how long will an inmate remain in this institution after training? . . . . ___ 58

   1. less than 3 months
   2. 3 to less than 6 months
   3. 6 to less than 12 months
   4. 12 months or more

21. Can inmates with assignments in prison industries, maintenance or outside jobs take vocational training programs at the same time? . . . . ___ 59

   1. yes
   2. no

22. Is there a citizen's occupational advisory committee for the institution's vocational training programs? . . . . . . ___ 60

   1. yes, for all programs
   2. yes, for most programs
   3. yes, for some programs
   4. no

23. Do outside business or industry personnel regularly tour the institution's vocational training facilities? . . . . ___ 61

   1. yes
   2. no

24. Do inmates make field trips outside the institution to local businesses or industries on a regularly scheduled basis? . . . . ____ 62

    1. yes
    2. no

25. Have you had to curtail any vocational training programs in the last year? (Check all that apply.)

    1. no . . . . ____ 63
    2. yes, insufficient funds . . . . ____ 64
    3. yes, equipment too expensive . . . . ____ 65
    4. yes, poor potential job markets for offenders . . . . . ____ 66
    5. yes, poor business attitude to hiring offenders . . . . ____ 67
    6. yes, labor union restrictions on apprenticeships . . . . ____ 68
    7. yes, competition from other prison activities (such as prison industries) . . . . ____ 69
    8. yes, no qualified staff available . . . . ____ 70
    9. yes, lack of inmate interest . . . . ____ 71
    10. yes, other (specify) . . . . ____ 72

____

____

____

____

26. What changes do you think need to be made in the vocational training offerings? (Check all that apply.)

    1. greater variety in program offerings . . . . ____ 73
    2. more openings in existing programs . . . . ____ 74
    3. more opportunities for training outside the institution . . . . ____ 75
    4. new programs to take advantage of changing job markets . . . . ____ 76
    5. other (specify) . . . . ____ 77

____

____

____

    6. none . . . . ____ 78

27. Are you planning to add any new vocational training programs within the next year? . . . . ____ 79

    1. yes
    2. no
    3. don't know

28. If yes, what are these programs?

    1. ____
    2. ____
    3. ____
    4. ____
    5. ____

Please return this questionnaire to Battelle in the enclosed envelope. Please return all completed copies of Part 2 as soon as possible.

FOR COMPLETION BY
DIRECTOR
OF VOCATIONAL
TRAINING PROGRAM
IDENTIFIED BELOW

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM A: VOCATIONAL TRAINING PROGRAMS

PART 2

Name of Program ______________________

___ ___ ___ 1

21

General Instructions: The purpose of this study is to develop a comprehensive description of vocational training being provided in correctional institutions in the United States. This questionnaire, which covers the specific vocational program identified above, should be completed by the program's instructor.

Please return this questionnaire to the Director of Vocational Education as soon as possible. Your cooperation in this endeavor will be greatly appreciated.

INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT
2. PLACE A CHECK MARK (√) IN THE SPACE TO THE RIGHT, OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

1. Fill in the following identifying information. If not already filled in, fill in the name of the training program this data will cover at the top of this page.

   a. Name of institution
   ____

   b. State
   ____

   c. Name of person completing form
   ____

   d. His title or position
   ____

2. List up to four specific payroll job title(s) or occupation(s) for which this program prepares trainees. For example, specific job titles for the program Auto Engine Repair might be Auto Mechanic or Service Station Mechanic.

   ______________________ ___ ___ ___ 6
   ____
   ____
   ____

3. Is there a fixed amount of training time scheduled for this program?. . . . . ___ 11

   1. yes
   2. no

4. If there is no fixed amount of training time scheduled, what determines how long a trainee remains in this program? . . . . ___ 12

   1. trainee remains in program until he's released or paroled
   2. trainee remains in program until specific performance standards are met
   3. trainee remains in program as long as he's interested
   4. other (explain) ______________________
      ____
      ____

5. Estimate the amount of training time usually provided to trainees in this program (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

   1. classroom or related instruction

      ___ ___ clock hours per week for ___ ___ weeks
      13 15

   2. hands-on shop or laboratory training

      ___ ___ clock hours per week for ___ ___ weeks
      17 19

6. Give the number of trainees currently enrolled in this program . . . . ___ ___ ___ 21

7. Give the maximum number of trainees that could be enrolled in this program at any one time with your existing facilities . . . . ___ ___ ___ 24

8. Please estimate the average number of trainees per instructional period (average class size) for:

   1. classroom or related instruction . . . . ___ ___ 27
   2. hands-on shop or laboratory training . . . . . ___ ___ 29

9. How much are trainees in this vocational training program paid per hour? If nothing, write in $0.00. $___.___ ___ per hour 31

10. Estimate the numbers of trainees currently in this program who are:

    1. White or Caucasian . . . . ___ ___ ___ 35
    2. Black or Negro . . . . ___ ___ ___ 38
    3. Spanish American . . . . ___ ___ ___ 41
    4. American Indian or Eskimo-Aleut . . . . . . ___ ___ ___ 44
    5. Oriental . . . . ___ ___ ___ 47
    6. Other (specify) . . . . ___ ___ ___ 50

    ____

    ____

11. Approximately how many of the inmates currently in this program are in each of the following age groups?

    1. under 15 years . . . . ___ ___ ___ 53
    2. 15 - 17 . . . . ___ ___ ___ 56
    3. 18 - 20 . . . . ___ ___ ___ 59
    4. 21 - 30 . . . . ___ ___ ___ 62
    5. 31 - 40 . . . . ___ ___ ___ 65
    6. 41 - 50 . . . . ___ ___ ___ 68
    7. 51 or more . . . . ___ ___ ___ 71

12. Which of the following are requirements for an inmate to enter this program? (Check all that apply.)

    1. must be within a given age range . . . . ___ 74
    2. never incarcerated for certain specific offenses . . ___ 75
    3. must have minimum custody or security level . . . . ___ 76
    4. must pass a test(s) . . . . ___ 77
    5. must have sufficient time remaining to complete the program . . . . ___ 78
    6. other (specify) ______________________________ ___ 79

       ____

    6. no requirements . . . . ___ 28

13. Indicate the minimum levels usually required for entry into this program. If there is no minimum level for a particular item, write "0" in the appropriate space. 52

    1. minimum reading grade level . . . . . . ___ ___ th grade 9
    2. minimum arithmetic grade level. . . . . ___ ___ th grade 11
    3. minimum school grade completed (or equivalent) . . . . ___ ___ th grade
    4. minimum I.Q. score. . . . . ___ ___ ___ points 15
    5. other (specify) . . . . ___ 18

       ____

       ____

14. In your opinion, what do the inmates generally see as the advantage of being in this training program? Rank order these from "1" most important to "7" least important.

1. consideration for early parole . . . . ____ 19
2. pay for being in training program . . . . ____ 20
3. learning a job skill for post-release employment . . . ____ 21
4. desirable work assignment in institution (explain) . . ____ 22

____

____

5. desirable housing area (cell block, wing, etc.) . . . ____ 23
6. opportunity for work or study release . . . . ____ 24
7. increased freedom of movement in institution . . . . . ____ 25
8. other (specify) ________________________________ ____ 2

____

15. Does this program have: (Check the appropriate response)

	(1) yes	(2) no
1. its own shop or laboratory area within the institution?	____ 27	____
2. all the major tools, equipment, and supplies needed to teach this program?	____ 28	____
3. any major items of equipment that are not in operating condition?.	____ 29	____
4. any tools and equipment that are outdated? . .	____ 3	____
5. any problems with existing facilities such as inadequate ventilation or space arrangements?.	____	____

16. During their stay in this institution, are any trainees assigned to a job that enables them to use or develop the unique job skills taught in this program? This job assignment may occur either during the training program or upon its completion. . . . . ____ 32

1. almost all trainees are
2. most trainees are
3. about half the trainees are
4. some trainees are
5. no trainees are

17. Is there a written daily lesson plan prepared for this program? . ____ 33

1. yes
2. no

18. Has this program been reviewed and approved (accredited) by an outside agency? . . . . ____ 34

1. yes
2. no
3. don't know

If yes, please specify the agency________________________________

____

19. Does this program offer approved apprenticeship training which is state or federally registered? . . . . ____ 35

1. yes
2. no
3. don't know

20. Can a trainee apply the hours he has completed in this program to an apprenticeship program outside the institution? . . . . ____ 36

1. yes
2. no
3. don't know
4. not applicable

21. Excluding those currently enrolled in this program, how many trainees were enrolled in this program sometime within the last two years? Please include all previous enrollees whether they completed the program or not. ____ ____ ____ ____ 37

Check here if this is a new program being offered for the first time. . . . . ____ 41

22. Of those enrolled in this program within the last two years, how many trainees completed all phases of the training program? . . . . ____ ____ ____ ____ 42

Check here if there is no definite length of program . . . . ____ 46

23. To the best of your knowledge, of those enrolled in this program within the last two years who have been released or paroled:

1. how many were placed in jobs related to the field of training upon release or parole? . . . . ____ ____ ____ ____ 47
2. how many were placed in jobs not related to field of training upon release or parole . . . . ____ ____ ____ ____ 51
3. for how many don't you have information about the type of job obtained? . . . . . ____ ____ ____ ____ 55

24. What kinds of appraisal of trainee progress are made? (Check all that apply.)

1. grade at end of program . . . . ___ 59
2. grade periodically throughout the program . . . . ___ 60
3. diagnostic ratings of skill areas . . . . ___ 61
4. written narrative progress reports . . . . ___ 62
5. observation of performance . . . . ___ 63
6. paper and pencil achievement tests . . . . ___ 64
7. non-paper and pencil achievement tests . . . . ___ 65
8. formally scheduled review sessions between instructor and trainee . . . . ___ 66
9. grade on individual projects . . . . ___ 67
10. other (specify) . . . . ___ 68

____

____

11. none . . . . ___ 69

25. Upon successful completion of the program by the trainee, which of the following can the trainee receive? (Check all that apply.)

1. certificate, diploma, or license given by outside organization . . . . ___ 70
2. certificate given by this institution . . . . ___ 71
3. apprenticeship credit or certificate . . . . ___ 72
4. high school or GED credit . . . . ___ 73
5. credit toward post high school degree . . . . ___ 74
6. opportunity to take test for license or certificate . . ___ 75
7. other kinds of credit (specify) . . . . ___ 76

____

____

____

26. How many teacher aides or helpers are there for this program? Do not include inmates who are currently enrolled in this program. . . . . ___ ___ ___ 77

5^2

Please answer the following questions for each person who currently provides related classroom instruction or hands-on shop or laboratory training for this program. Space has been provided for three instructors. Use columns two and three only if there is more than one instructor.

27. Are the current instructors certified in the area in which they are teaching? (Check all that apply for each instructor.)

Certification		Instructor 1	2	3
1. not certified	9			
2. by state board of education	12			
3. by state licensing board	15			
4. by union	18			
5. other (specify) ____________________	21			
____________________				
____________________				

28. Give the number of years of prior experience (to the nearest year) in each of the following categories for each instructor currently teaching in this program.

Category		Instructor 1	2	3
1. teaching at this institution	24	___ ___	___ ___	___ ___
2. teaching at other correctional institutions	30	___ ___	___ ___	___ ___
3. teaching at non-correctional institutions, i.e., vocational or technical schools	36	___ ___	___ ___	___ ___
4. work experience in industry related to field of instruction	42	___ ___	___ ___	___ ___

TO BE COMPLETED BY
DIRECTOR
OF PRISON INDUSTRIES

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM B: PRISON INDUSTRIES

PART 1

General Instructions: The purpose of this study is to develop a comprehensive description of vocational training provided in correctional institutions in the United States. This questionnaire consists of two parts. Part 1 contains questions of a general nature about the training opportunities in prison industries. Part 2 of the questionnaire requests more specific information on each prison industry. Please complete one copy of Part 2 for each industry identified in Question 7 below.

Please return the completed questionnaire as soon as possible to Battelle in the enclosed envelope by May 17, 1974. If you have any questions or need more materials, please call Diane LaDow at (614) 299-3151, Extension 3222. Your cooperation in this endeavor is greatly appreciated.

INSTRUCTIONS: WHEN COMPLETING THESE QUESTIONNAIRES, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT, OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

1. Please provide the following identifying information: This information will not be used in the study. It will only be used if further contact concerning this information is needed. ___ ___ ___ [illegible] 1

   a. Name of Institution
   ____

   b. State
   ____

   c. Name of person completing questionnaire
   ____

   d. Title or position
   ____

2. Is there a citizen's occupational advisory committee for prison industries within the institution (excluding federal or state level advisory committees)? . . . . ___ 8

   1. yes
   2. no

3. Can inmates participate in vocational training programs offered by other departments of this institution while assigned to prison industries? . . . . ___ 9

   1. yes
   2. no

4. Which of the following suggested goals for prison industries do you feel are most important in actual practice at your institution? Rank order these from "1" most important to "7" least important.

   1. develop specific job skills for employment on release . . . . ___ 10
   2. provide income for inmate while in institution . . . . ___ 11
   3. develop inmate's work habits . . . . ___ 12
   4. reduce cost of incarceration to state . . . . ___ 13
   5. produce a quality product at a profit . . . . ___ 14
   6. provide a means of evaluating inmate for parole . . . . ___ 15
   7. provide inmates with constructive activities . . . . ___ 16

5. Do outside business or industry personnel regularly tour the prison industries facilities? . . . . ___ 17

   1. yes
   2. no

Please list the industries situated at this institution.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Complete one copy of Part 2 for each prison industry listed above. Be sure to fill in the name of the industry covered by Part 2 at the top of each questionnaire.

DIRECTOR
OF PRISON INDUSTRIES

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM B: PART 2 PRISON INDUSTRIES

Name of Industry ____________________

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this industry frequently prepares inmates. For example, specific job titles for a furniture factory program might be Furniture Finisher or Wicker Worker.

____

____________________ ___ ___ ___ 1

____________________ 4 5 1

____________________ ___ ___ ___ 6

2. Do most inmates in this industry have the opportunity to learn the full range of specific job skills needed for successful performance on a job upon release or parole? . . . . . ___ 11

   1. yes
   2. no

3. How many inmates are currently working in this industry? . ___ ___ ___ 12

4. How many new workers were assigned to this industry in the last year? . . . . ___ ___ ___ 15

5. In your opinion, what do the inmates generally see as the advantage of being in this industry? Rank order these from "1" most important to "7" least important.

   1. consideration for early parole . . . . ___ 18
   2. pay for this assignment . . . . ___ 19
   3. learning a job skill for post-release employment . . . . ___ 20
   4. desirable work assignment in institution (explain) . . . ___ 21

      ____

   5. desirable housing area (cell block, wing, etc.) . . . . . ___ 22
   6. increased freedom of movement in institution . . . . . . ___ 23
   7. other (specify) . . . . ___ 24

      ____

      ____

6. On the average, how much are inmates in this industry paid per hour? If nothing, write in $0.00. . . . . . . $___.___ ___ 25

7. How many different job assignments does an inmate typically perform within a two year period in this industry? . . . . ___ ___ 29

8. In addition to their regular job assignment, are inmates given the opportunity to learn some of the other jobs in this industry? . . . . ___ 31

   1. yes
   2. no

9. If an inmate needs additional training in order to perform his job properly, which of the following best describes what you now usually do? . . . . ___ 32

   1. assign him to an easier job in order to get the work done
   2. remove him from productive work temporarily to provide him with the training needed
   3. let him continue working below standard while he developes the needed skills

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT ON-THE-JOB TRAINING, i.e., TRAINING OF INMATES THAT TAKES PLACE IN A WORK SETTING DURING THE WORK DAY.

10. Is there a particular person or persons formally assigned the duty of providing specific instruction to inmates and who actually provides such instruction as a major part of their job? . . . . ___ 33

    1. yes
    2. no

11. If YES, how many of the persons referred to in Question 11 are:

    1. non-inmate supervisor(s) . . . . ___ ___ 34
    2. experienced inmate(s) . . . . ___ ___ 36
    3. other (specify) . . . . ___ ___ 38

       ____

       ____

12. Is there a written training plan for conducting on-the-job training in this industry? . . . . ____ 40

1. yes
2. no

13. What kinds of appraisal of inmates' progress are made during on-the-job training? (Check all that apply.)

1. observation of performance until a satisfactory product is produced . . . . ____ 41
2. diagnostic ratings of the various skill areas involved in the job . . . . ____ 42
3. written progress reports to supervisor . . . . ____ 43
4. evaluation of work adjustment . . . . ____ 44
5. formally scheduled performance review sessions between trainer and trainee . . . . ____ 45
6. other (specify) . . . . ____ 46

____

____

7. none . . . . ____ 47

PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING OFF-THE-JOB TRAINING, i.e., TRAINING THAT TAKES PLACE IN A CLASSROOM OR IN THE SHOP WHICH DOES NOT OCCUR DURING THE REGULAR PRODUCTIVE PROCESS.

14. Is any related classroom instruction or off-the-job training provided to teach newly assigned inmates job skills for any of the jobs or occupations in this industry? . . ____ 48

1. yes
2. no

If NO, do not complete the rest of the questionnaire.

15. If YES, please list up to four jobs or occupations for which off-the-job training is provided.

____

____

____

____

16. Who provides the related classroom or off-the-job instruction?. ____ 39

1. vocational training department
2. prison industry personnel
3. other (specify) ______________________________

____

17. How many inmates are currently receiving off-the-job and/or related classroom instruction in this industry's training program? Exclude those inmates enrolled in formal training programs offered by the vocational training department . . . . ____ ____ ____ 50

18. Is there a fixed amount of training time scheduled for off-the-job training? . . . . ____ 53

1. yes
2. no

19. Estimate the amount of training time usually provided for off-the-job training (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

1. classroom or related instruction

____ ____ clock hours per week for ____ ____ weeks
54 56

2. hands-on shop or laboratory training

____ ____ clock hours per week for ____ ____ weeks
58 60

TO BE COMPLETED BY
DIRECTOR
OF MAINTENANCE AND OPERATIONS

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM C: PART 1 MAINTENANCE AND OPERATIONS

General Instructions: The purpose of this study is to develop a comprehensive description of vocational training provided in correctional institutions in the United States. This questionnaire consists of two parts. Part 1 contains questions of a general nature about the training opportunities in maintenance and operations. Part 2 of the questionnaire requests more specific information on each maintenance and operations activity. Please complete one copy of Part 2 for each activity identified in Question 7 below.

Please return the completed questionnaire as soon as possible to Battelle in the enclosed envelope by May 17, 1974. If you have any questions or need more materials, please call Diane LaDow at (614) 299-3151, Extension 3222. Your cooperation in this endeavor is greatly appreciated.

INSTRUCTIONS: WHEN COMPLETING THESE QUESTIONNAIRES, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT
2. PLACE A CHECK MARK (√) IN THE SPACE TO THE RIGHT, OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

1. Please provide the following identifying information: This information will not be used in the study. It will only be used if further contact concerning this information is needed.

   a. Name of Institution ____________________ ___ ___ ___ 1

   b. State ____________________ 4 6 1

   c. Name of Person Completing Questionnaire ____________________ ___ ___ 6

   d. Title or Position ____________________

2. Is there a citizen's occupational advisory committee for maintenance and operations activities within the institution (excluding federal or state level advisory committees)? . . . . . ___ 8

   1. yes
   2. no

3. Can inmates participate in vocational training programs offered by other departments of this institution while assigned to maintenance and operations activities? . . . . ___ 9

   1. yes
   2. no

4. Which of the following suggested goals for maintenance and operations activities do you feel are most important in actual practice at your institution? Rank order these from "1" most important to "7" least important.

   1. develop specific job skills for employment on release . . ___ 10
   2. provide income for inmate while in institution . . . . . ___ 11
   3. develop inmate's work habits . . . . ___ 12
   4. reduce cost of incarceration to state . . . . ___ 13
   5. produce a quality product at a profit . . . . ___ 14
   6. provide a means of evaluating inmate for parole . . . . ___ 15
   7. provide inmates with constructive activities . . . . . . ___ 16

5. Do outside business or industry personnel regularly tour the maintenance and operations facilities? . . . . ___ 17

   1. yes
   2. no

6. Please list the three activities under your supervision to which the most inmates are assigned at this institution.

   1. ____________________
   2. ____________________
   3. ____________________

Complete one copy of Part 2 for each activity listed above. Be sure to fill in the name of the activity covered by Part 2 at the top of each questionnaire.

TO BE COMPLETED BY
DIRECTOR
OF MAINTENANCE AND OPERATIONS

A SURVEY OF VOCATIONAL TRAINING IN FEDERAL AND STATE CORRECTIONAL INSTITUTIONS

FORM C: PART 2 MAINTENANCE AND OPERATIONS

Name of Activity ______________________________

1. Please indicate up to four major payroll job title(s) or occupation(s) for which this activity frequently prepares inmates. For example, specific job titles for an auto repair activity might be Auto Mechanic or Service Station Mechanic.

______________________________ ___ ___ ___ 1

______________________________ 4 2 1

______________________________ ___ ___ 6

______________________________ ___ ___ ___ 8

2. Do most inmates in this activity have the opportunity to learn the full range of specific job skills needed for successful performance on a job upon release or parole? . . . . . ___ 11
   1. yes
   2. no

3. How many inmates are currently working in this activity? . . . . ___ ___ ___ ___ 12

4. How many new workers were assigned to this activity in the last year? . . . . ___ ___ ___ ___ 16

5. In your opinion, what do the inmates generally see as the advantage of being in this activity? Rank order these from "1" most important to "7" least important.
   1. consideration for early parole . . . . ___ 20
   2. pay for this assignment . . . . ___ 21
   3. learning a job skill for post-release employment . . . . ___ 22
   4. desirable work assignment in institution (explain) . . . ___ 23

      ____
   5. desirable housing area (cell block, wing, etc.) . . . . . ___ 24
   6. increased freedom of movement in institution . . . . . . ___ 25
   7. other (specify) ______________________ . . . . ___ 26

6. On the average, how much are inmates in this activity paid per hour? If nothing, write in $0.00. . . . . . . $___.___ ___ 27

7. How many different kinds of job assignments does an inmate typically perform within a two year period in this activity? ___ ___ 31

8. In addition to their regular job assignments, are inmates given the opportunity to learn some of the other skills associated with this activity? . . . . ___ 33
   1. yes
   2. no

9. If an inmate needs additional training in order to perform his job properly, which of the following best describes what you now usually do? . . . . ___ 34
   1. assign him to an easier job in order to get the work done
   2. remove him from productive work temporarily to provide him with the training needed
   3. let him continue working below standard while he developes the needed skills

10. Does this activity offer approved apprenticeship training which is state or federally registered? . . . . ___ 35
    1. yes
    2. no
    3. don't know

11. Can a trainee apply the hours he has completed in this activity to an apprenticeship program outside the institution? . . ___ 36
    1. yes
    2. no
    3. don't know
    4. not applicable

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT ON-THE-JOB TRAINING, i.e., TRAINING OF INMATES THAT TAKES PLACE IN A WORK SETTING DURING THE WORK DAY.

12. Is there a particular person or persons formally assigned the duty of providing specific instruction to inmates and who actually provides such instruction as a major part of their job? . . . . ___ 37

1. yes
2. no

13. If YES, how many of the persons referred to in Question 13 are:

1. non-inmate supervisor(s) . . . . ___ ___ 38
2. experienced inmate(s) . . . . ___ ___ 40
3. other (specify) . . . . ___ ___ 42

___

___

14. Is there a written training plan for conducting on-the-job training in this activity? . . . . ___ 44

1. yes
2. no

15. What kinds of appraisal of inmates' progress are made during on-the-job training? (Check all that apply.)

1. observation of performance until a satisfactory product is produced . . . . ___ 45
2. diagnostic ratings of the various skill areas involved in the job . . . . ___ 46
3. written progress reports to supervisor . . . . ___ 47
4. evaluation of work adjustment . . . . ___ 48
5. formally scheduled performance review sessions between trainer and trainee . . . . ___ 49
6. other (specify) . . . . ___ 50

___

___

7. none . . . . ___ 51

PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING OFF-THE-JOB TRAINING, i.e., TRAINING THAT TAKES PLACE IN A CLASSROOM OR IN THE SHOP WHICH DOES NOT OCCUR DURING THE REGULAR PRODUCTIVE PROCESS.

16. Is any related classroom instruction or off-the-job training provided to teach newly assigned inmates job skills for any of the jobs or occupations in this activity? . . . . ___ 52

1. yes
2. no

If NO, do not complete the rest of the questionnaire.

17. If YES, Please list up to four jobs or occupations for which off-the-job training is provided.

___

___

___

___

18. Who provides the related classroom or off-the-job instruction? . . . . ___ 53

1. vocational training department
2. maintenance or service personnel
3. other (specify) ___

___

19. How many inmates are currently receiving off-the-job and/or related classroom instruction in this activity's training program? Exclude those inmates enrolled in formal vocational training programs from the vocational training department . . . . ___ ___ ___

20. Is there a fixed amount of training time scheduled for off-the-job training? . . . . ___ 57

1. yes
2. no

21. Estimate the amount of training time usually provided for off-the-job training (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

1. classroom or related instruction

___ ___ clock hours per week for ___ ___ weeks
58 60

2. hands-on shop or laboratory training

___ ___ clock hours per week for ___ ___ weeks
62 64

APPENDIX B

INMATE INTERVIEW FORM

INMATE INTERVIEW

Interview Date:______________

Institution:_________________

Institution Code:____________

Inmate Code:_________________

1. How long have you been in this institution? . . . . ___ ___/___ ___ (mos.) (yrs.)

   ___

2. When do you expect to be released or paroled? . . . ___ ___/___ ___/___ ___ (mo.) (day) (year)
   [USE APPROXIMATE DATE IF NECESSARY]

3. How much time will you have served on your current conviction? . . . . ___ ___/___ ___ (mos.) (yrs.)

4. While you were here, were you assigned to prison industries, maintenance, or any other work related to the operation of the institution?

   1. yes, prison industry (specify)_______________________ . . . . ___
      ____
   2. yes, maintenance (specify)__________________________ . . . . ___
      ____
   3. yes, operations (specify)___________________________ . . . . ___
      ____
   4. yes, other (specify)________________________________ . . . . ___
      ____
   5. no . . . . ___

5. [IF YES TO #4] Did you learn any new skills in these assignments which will make it easier for you to get a job on the outside? . . . . ___

    1. yes (explain)____

    ____

    ____

    ____

    ____

    2. no (explain)____

    ____

    ____

    ____

    ____

6. Have you received any job training here? . . . . ___

    1. yes
    2. no [PROBE TO BE SURE. IF NO, SKIP TO #15.]

7. [IF YES TO # 6] What training have you received here? [PROBE TO CLASSIFY TYPE]

			Mos. of	Completed?		
	Name of Program/Activity	Type	training	Yes	No	NA
1.	____________________	___	___ ___	___	___	___
2.	____________________	___	___ ___	___	___	___
3.	____________________	___	___ ___	___	___	___
4.	____________________	___	___ ___	___	___	___
5.	____________________	___	___ ___	___	___	___

Types of Training

1. formal vocational training
2. on-the-job training in prison industries
3. off-the-job training in prison industries
4. on-the-job training in maintenance & operations
5. off-the-job training in maintenance & operations
6. other (specify)______________________________

8. [IF ANY TRAINING NOT COMPLETED] Why didn't you complete this training?

____

____

____

____

____

9. Are you currently receiving any training? . . . . ___

   1. yes
   2. no

10. [IF YES TO #9] Will you complete this training before you leave? . . . ___

   1. yes
   2. no
   3. not applicable (no definite length of program)

11. How long were you in this institution before you were placed in a training program or activity? . . . . ___ ___months

___

12. Did you have a choice about which programs or activities you would take? . . . . ___

   1. yes (explain)______________________________

   ____

   ____

   ____

   ____

   2. no (explain)______________________________

   ____

   ____

   ____

   ____

13. In terms of your needs, would you rate the training which you have received here as excellent, good, fair, or poor? . . . . ___

    1. excellent
    2. good
    3. fair
    4. poor

14. How would you rate each training program or activity you have been in? [REFER TO #7, USE 1 (EXCELLENT), 2 (GOOD), 3 (FAIR), OR 4 (POOR)]

    1. ___ Why do you feel that way?______________________________
    ____
    2. ___ Why?______________________________________
    ____
    3. ___ Why?______________________________________
    ____
    4. ___ Why?______________________________________
    ____
    5. ___ Why?______________________________________
    ____

15. Is there any training available here which you wanted to get but for some reason didn't? . . . . ___

1. yes (what)____

____

____

2. no

16. [IF YES TO #15] Why didn't you get this training?

____

____

____

____

____

17. Are there any other types of training which you would have liked to get had they been available? . . . . ___

1. yes (what)____

____

____

2. no

18. Do you have a job waiting for you when you get out? . . . . ___

1. yes
2. no [SKIP TO #27]
3. no, going back to school [SKIP TO #27]

19. [IF YES TO #18] Is this job one you may stick with?. . . . . ___

1. yes
2. no [SKIP TO #27]

20. [IF YES TO #18 and #19] What type of work will you be doing?

21. How did you get this job?

22. Did anyone from this institution or from an outside agency help you to get this job? . . . . ___

    1. yes (specify person's title/agency)

    2. no

23. [IF YES TO #6] Is the job you have waiting for you related to any training you received in this institution? . . . . ___

    1. yes (explain)

    2. no

24. [IF YES TO #6] Was the training you received here helpful in getting the job? . . . . ___

1. yes
2. no
3. don't know

25. Is the job you have waiting for you similar to jobs you had on the outside? . . . . ___

1. yes
2. no
3. no previous outside jobs

26. [IF YES TO #25] Is it better, worse, or about the same? . . . . ___

1. better (explain why)____

____

____

2. worse (explain why)____

____

____

3. about the same

[SKIP TO #32]

27. [IF NO TO #18 or #19] What type of job do you (eventually) expect to get?

28. How do you plan to get this type of job?

29. Will anyone from this institution or from an outside agency help you to get this type of job? . . . . ___

    1. yes (specify person's title/agency)___
    2. no
    3. don't know

30. [IF YES TO #6] Is this type of job related to any training you received in this institution? . . . . ___

    1. yes (explain)___
    2. no

31. Is this type of job similar to jobs you had on the outside? . . . . . ___

    1. yes
    2. no
    3. no previous outside jobs

32. What kinds of jobs have you had on the outside? [IF NONE, WRITE "NONE"]

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

33. How old are you? . . . . ___ ___years

34. What is the highest grade in school you have completed? . . . ___ ___grade
[USE NUMBER FROM 1 TO 17 (GED=12).]

35. Are you or have you ever been married? . . . . ___

1. never married
2. married
3. divorced or legally separated
4. widowed

36. [IF NECESSARY] Do you consider yourself a member of a minority group? . . . . ___

1. Bl 2. Wh 3. SpA 4. AI or E 5. Or 6. Other

37. [COMMENT ON RAPPORT, UNDERSTANDING, CONDITIONS OF INTERVIEW, ETC.]

____

____

____

____

____

APPENDIX C

CONTACT FORM LETTERS

Battelle
Columbus Laboratories
505 King Avenue
Columbus, Ohio 43201
Telephone (614) 424-6424
Telex 24-5454

FORM LETTERS FOR STATE DIRECTORS

The purpose of this letter is to elicit your support for a nationwide survey of vocational preparation in correctional and training institutions for adult and juvenile offenders. A complete and objective picture is not currently available on a national scale. This study can fill this gap by describing the activities being undertaken to improve the employability of inmates. Our findings are intended to serve as a basis for future planning and for development of vocational preparation activities.

Battelle-Columbus, a not-for-profit research organization in Columbus, Ohio, is conducting this survey for the Manpower Administration, U.S. Department of Labor. Your assistance and cooperation in this effort are needed.

We realize that a number of federal, state, and private organizations are in almost constant communication with you and your local administrators concerning studies of correctional institutions and the inmates therein. We hope that you will find our study worthwhile and that you will convey that message to the superintendents of the institutions in

Enclosed is a draft of the questionnaires which will be used. Every effort has been made to keep the written answers to a minimum and to spread the effort among the appropriate personnel within each institution.

We would very much appreciate a letter from your department to the wardens or superintendents of correctional institutions in your state. This letter should indicate your support of the survey and should urge the warden and his staff to provide us with cooperation. Experience gained in a pretest of 160 institutions showed that a letter supporting our study will increase the cooperation of the institutions significantly. Enclosed is a suggested format for the letter. Would you please use this format (or one which you feel more adequately expresses your feelings) and send us a signed letter on your official letterhead paper? We will reproduce the letter and send it to the institutions with the questionnaires. Enclosed is a list of the institutions that we will be contacting in this state.

Please be assured that all information will be treated confidentially, and individual institutions and states will not be identified by name. Your assistance in helping us collect this information will be greatly appreciated. Upon completion of the study, you will receive a summary of our findings, and if you request it, a confidential report of the basic information for your state.

Sincerely,

Girard W. Levy

Girard W. Levy
Program Manager

GWL:paj

Enc.

SUGGESTED LETTER OF APPROVAL

Battelle's Columbus Laboratories, a not-for-profit research organization, is conducting a national survey of vocational preparation activities in correctional and training institutions for adult and juvenile offenders. The goal of this study is to develop a complete up-to-date picture of the vocational training currently available in these institutions. The results of this study are intended to serve as a basis for future planning and development of vocational preparation activities.

Data on a large number of institutions, summarized by various characteristics such as size, type and geographic location, will be extremely useful in developing ideas and plans for implementing new training opportunities in this state. I feel that this effort is extremely worthwhile and warrants your full cooperation. I urge you to complete the materials enclosed that require your attention and to encourage your staff to complete the other materials and return them to Battelle as soon as possible.

Sincerely,

Battelle
Columbus Laboratories
505 King Avenue
Columbus, Ohio 43201
Telephone (614) 424-6424
Telex 24-5454

FORM LETTER TO WARDENS OR SUPERINTENDENTS

Battelle-Columbus, a not-for-profit research organization in Columbus, Ohio, is conducting a nationwide survey of vocational-preparation activities in correctional and training institutions. The survey will cover all Federal and state institutions for adult and juvenile offenders in the United States.

Vocational preparation activities can include

1. Formal vocational training programs within the institution,
2. Work assignments and on-the-job training for institutional maintenance or prison industries that prepare inmates for employment upon release, and
3. Training opportunities outside the institution, such as day-release programs, industrial training, etc.

The purpose of our survey is to describe the scope and variety of current vocational-preparation programs and activities available to and used by inmates, regardless of the source of support. A complete and objective picture of the activities on a national scale is not presently available.

Accordingly, we would appreciate it if you would take a few minutes of your time to complete a short questionnaire, and to direct the longer, more detailed questionnaires to members of your staff directly responsible for the various activities. These questionnaires have been made as short and easy to answer as possible so that you will not need more than 15 or 20 minutes to complete them. Please return the short questionnaire on institutional data as soon as conveniently possible, regardless of whether or not your institution has any vocational-preparation activities. Your cooperation in seeing that the other staff members return these questionnaires would also be appreciated. Stamped return envelopes have been provided for each of the questionnaires.

Please be assured that all information will be treated confidentially, and no information will be published on individual institutions or states. The data will be compiled to describe the current status of vocational preparation and to serve as a basis for future planning and development of vocational-preparation activities.

Your assistance in collecting this information will be greatly appreciated. Upon completion of the study, you will receive a summary of our findings.

Sincerely,

Girard W. Levy

Girard W. Levy
Project Director

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